REPORT RESUMES

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THE INTERPLAY OF SOME EGO FUNCTIONS IN SIX YEAR OLD CHILDREN.
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IN A PROGRAM DESIGNED TO INVESTIGATE THE RELATIONSHIPS AMONG SELF-CONCEPT, SENSE-OF-COMPETENCE, READING ACHIEVEMENT, AND DEPENDENCE IN KINDERGARTEN AND FIRST GRADE CHILDREN, 110 MIDDLE CLASS, WHITE KINDERGARTEN CHILDREN FROM THE NEW YORK CITY AREA WERE TESTED AND RATED DURING THEIR KINDERGARTEN AND FIRST GRADE YEARS. THE TESTS AND RATING SCALES USED WERE (1) THE BELLER DEPENDENCY SCALE, (2) THE MORIARTY SENSE-OF-COMPETENCE SCALE, (3) THE CREELMAN SELF-CONCEPT TEST, (4) THE STANFORD-BINET SHORTFORM L-M, AND (5) THE METROPOLITAN ACHIEVEMENT TEST. NINE HYPOTHESES INVOLVING THE INTERRELATIONSHIPS OF THE FOUR ABOVE-MENTIONED FACTORS WERE TESTED, AND ON THE BASIS OF THE RESULTS FROM THE FIVE MEASURING DEVICES, IT WAS GENERALLY FOUND THAT (1) A NEGATIVE RELATIONSHIP BETWEEN DEPENDENCY AND SELF-CONCEPT DID NOT EXIST (IN FACT, THE RELATIONSHIP FOR THE CHILDREN INVOLVED APPEARED CLOSER TO POSITIVE), (2) THERE WAS NO NEGATIVE RELATIONSHIP BETWEEN DEPENDENCY AND SENSE-OF-COMPETENCE, (3) THERE WAS A POSITIVE RELATIONSHIP BETWEEN SELF-CONCEPT AND SENSE-OF-COMPETENCE IN THE KINDERGARTEN BUT NOT IN THE FIRST GRADE, (4) THERE WAS NOT A NEGATIVE RELATIONSHIP BETWEEN DEPENDENCY AND READING ABILITY, (5) THERE WAS A POSITIVE RELATIONSHIP BETWEEN SELF-CONCEPT AND READING ABILITY, (6) THERE WAS NOT CLEARLY AN EXISTENCE OF A POSITIVE RELATIONSHIP BETWEEN SENSE-OF-COMPETENCE AND READING, (7) THERE WAS NOT AN INCREASE IN SENSE-OF-COMPETENCE WITH THE DEVELOPMENT OF READING SKILLS, (8) THERE WAS A DECREASE IN DEPENDENCY BEHAVIOR WITH THE DEVELOPMENT OF READING SKILLS ONLY FOR SOME OF THE BOYS, AND (9) THERE WAS NO INCREASE IN SELF-CONCEPT WITH THE DEVELOPMENT OF READING SKILLS. DEVELOPMENTAL FACTORS, SOCIAL OR SEX ROLE FACTORS, AND INDEPENDENCE RATHER THAN DEPENDENCE WERE NOT SPECIFICALLY PART OF THE ORIGINAL INVESTIGATIVE DESIGN BUT HAD IMPORTANT EFFECTS AND SHOULD BE FURTHER CONSIDERED. (WD)

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THE INTERPLAY OF SOME EGO FUNCTIONS
IN SIX YEAR OLD CHILDREN

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TO THE MEMORY OF MY MOTHER

ANNE ROSEN LEHNER
Feb. 27, 1911-June 5, 1967

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Sophie L. Lovinger

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CHAPTER I

THE PROBLEM

General Statement of the Problem

This study was designed to investigate the relationships among self-concept, sense-of-competence, reading achievement, and dependence in children at the kindergarten and first grade levels

Specific Problems

1. To investigate the relationship between dependence and self-concept.
2. To investigate the relationship between dependence and sense-of-competence.
3. To investigate the relationship between self-concept and sense-of-competence.
4. To investigate the relationship between dependence in kindergarten and reading achievement in first grade.
5. To investigate the relationship between self-concept in kindergarten and reading achievement in first grade.
6. To investigate the relationship between sense-of-competence in kindergarten and reading achievement in first grade.
7. To investigate the changes in sense-of-competence with the development of reading skills.
8. To investigate the changes in dependence behaviors with the development of reading skills.

9. To investigate the changes in self-concept with the development of reading skills.

Definition of Terms

Ego is conceived of as an independent structure of personality that organizes important aspects of personality in a continuous process of synthesising perceptions of inner and outer demands.

Self-Concept as used in this study, is conceived of as a conscious aspect of ego-functioning. In addition it is the evaluation a six-year-old can make about himself in such areas of functioning as: body image, relationships with the family, relationships with other children, and attitudes toward social expectations.

Sense-of-Competence, as used in this study, is conceived of as an aspect of ego-functioning. It is the evaluation of the youngsters in the areas of: speed of orientation, cooperation with authority demands, co-operation with authority, establishing a social relationship with an adult, close contact with an adult, autonomy expression: self-feeling and tensions.

Dependence as used in this study, is defined in terms of behavioral manifestations. These include seeking help from an adult, seeking recognition from the adult, seeking physical contact from the adult, seeking attention from the adult, seeking to be near adults or other children more often than is usual in the six-year old age group.

Reading Achievement is defined as the grade level at which the child is reading as measured by the appropriate reading achievement test. Children who achieve the expected grade level score at the time of testing will be classified as having developed reading skills.

Delimitations

Middle-class, white children from monolingual English speaking homes were the subjects for this study. Further, they met the requirements of first placement in the kindergarten class. Children transferred from other schools during the course of the school year were not included in the sample. Children with known visual, perceptual or hearing difficulties were eliminated as were children with IQ's below 85 or above 130 on an IQ test. The teachers met the requirements of a minimum of three years of experience with these age groups. They also held a license to teach these grade levels.

Basic Hypotheses

1. Dependence is negatively related to self-concept.
2. Dependence is negatively related to sense-of-competence.
3. Self-concept is positively related to sense-of-competence.
4. Dependence in kindergarten is negatively related to reading achievement in first grade.
5. Self-Concept in kindergarten is related positively to reading achievement in first grade.
6. Sense-of-Competence in kindergarten is positively related to reading achievement in first grade.

7. Children who develop reading skills will exhibit a concomitant increase in sense-of-competence.
8. Children who develop reading skills will exhibit a concomitant decrease in dependence behaviors.
9. Children who develop reading skills will exhibit a concomitant increase in self-concept.

Need for the Study

From birth to death, the human organism is faced with the problems of coping with a new and changing environment, both internal and external to himself. This process is most apparent with the very young whose growth and learning rates are more striking than at any other time of life. The child's own body is challenging and as it develops the skills to master such acts as sitting, standing, walking and talking, the child begins to differentiate himself from his environment. He develops first a body image, then a social image of himself which automatically includes perceptions of successes and failures. Very early the child develops a sense of what he can and cannot do. When pushed to accomplish things beyond his ability, the attendant frustrations and failures may serve to dissuade him from developing feelings of competence. When protected from testing out his developing abilities, the child will tend to develop a feeling of "I can't." Children bring these experiences with them into the classroom. By six, youngsters have developed some sense of their abilities--be they realistic or unrealistic. In either cases, these evaluations will color their approach and handling of academic tasks.

The children described above will tend to expect failure, and therefore will tend to produce that which they expect. By the middle grades, scholastic successes and failures seem to be rather entrenched. One would therefore expect to find a low self-cept associated with underachievement as has been reported in the literature. (1,7,8,19,20,22)

However, a causal relationship between these two variables cannot be assumed. French (20) has stated that "...emotional instability and reading failure are so closely interwoven, particularly at the late elementary and secondary level, that there is difficulty in unraveling the cause-and-effect relationship. That academic failure and the attendant frustration can result in serious dynamic disturbances is indisputable. It is also indisputable that emotional infantilism and childhood neurotic patterns can seriously inhibit the learning process." (20 p.4) Exploring personality structure before academic failures and successes have been repeatedly experienced may uncover some of the antecedents of underachievement. However, experimentation with the first through third grades has not been very popular. Measurement devices are scarce (12) for the six to eight-year-old group, and those paper and pencil tests that have been developed have a low validity and reliability. In addition, the evaluation at this age level requires individual testing to obtain accurate data.

This study was developed in an attempt to bridge the gap between first and fourth grade regarding patterns of achievement. If the hypotheses presented above are upheld, then ways and means of evaluating youngsters beginning first grade can be developed in an attempt to avoid the development of underachievement and reading disabilities.

CHAPTER

RELATED LITERATURE

This section presents both the theoretical and experimental literature underlying the hypotheses presented.

Theory

Early psychoanalytic theory described the ego ambiguously, leaving it in the position of a mediator between the id and superego. In theory, the ego was seen as an outgrowth of the id from which it was assumed to have derived its energy. As a dependent structure, it was relegated to the role of trickster, playing one aspect of personality against another in order to maintain the stability of the organism. (39)

In personality theory of the past three decades, the ego has emerged as an independent structure having its own source of energy that gives a dynamic and unifying force to the personality of the individual. This new hypothetical framework, Ego Psychology, theorizes that the ego operates to organize important aspects of the personality in a continuous process of synthesizing perceptions of inner and outer demands. In this system, behavior is seen as a result of ego defenses (28) related to enduring patterns of the individual's personality. It has therefore become an increasingly important area for investigation and research.

The conception an individual forms of himself develops during the course of socialization; that is, interaction between the self and meaningful others. Therefore, the nature of the self-system is dependent upon the kinds of personalities the individual is associated with, and what the significant people in the environment think of him. In the development of the self-system the individual creates a self-picture which he uses to assess the feelings of others toward himself. The self at first becomes the "Looking Glass self." (13) This terminology grows out of Cooley's (13) hypothesis that the individual must experience other-selves and become aware that these others have attitudes toward him before ideas of "I" can have concrete meaning for him. As the individual becomes aware of himself and is able to play the roles of these others while simultaneously reacting to himself as he thinks these others would, he goes through a phase of maturation known as the "generalized other." (37) With increasing maturation these various assumed roles fuse into a generalized self-concept within which the individual functions. This framework becomes an enduring pattern affecting not only interpersonal relationships, but also the ways in which the individual copes with and masters his environment.

Erikson (17) traces the development of the self as an integral part of ego functioning. He suggests that during childhood the individual makes partial identifications with the significant people in the environment. This identity formation is a lifelnng development that is largely unconscious although a sense of identity does become conscious during meaningful experiences. Erikson feels that it is the function of the ego to integrate psychosexual and psychosocial aspects of development at each level of development and at the same time to integrate, in a meaningful relationship, newly added identity elements with those already in existence. This process of identity formation emerges as an evolving configuration which is gradually established by successive ego syntheses and re-synthesis throughout childhood and adolescence.

Erikson suggests that his ego identities are very similar to the self-concept of Mead and the self-dynamism of Sullivan. He feels that his conceptualization is a sub-structure of the ego that is close to social reality, and as such, tests, selects and integrates self-representations derived from the crises of childhood. He states that ego identities "...could be said to be characterized by the more or less actually attained, but forever-to-be-revised sense of self within social reality; while the imagery of the ego ideal could be said to represent a set of to-be-strived-for but forever-not-quite-attainable-ideal goals for the self." (17 p. 149)

The self-system, as seen by Sullivan (53) is the automatically operating defense against anxiety, and as such is viewed as the product of the irrantional aspects of society. Because of its automatic aspects, it tends to be excluded from the rest of personality, and in turn, tends to exclude information that is incongruous with the organization of the self-system. He feels that it is incapable of learning from experience. The self-system is held in high esteem and is therefore protected from criticism. Since it is dissociated from the rest of personality it functions out of the awareness of the individual and is therefore not easily modified.

Sullivan (53) suggests that these portions of the personality that are experienced as unacceptable to others, or which are in conflict with the self-system are not attended to, are sublimated or are dissociated from awareness. The more a person must exclude areas of this personality from his awareness, the more alert he must be to prevent anxiety arousing situations from reaching awareness, whether they arise from internal or external sources. As such, the person must restrict and narrow his views to avoid that which he cannot integrate into his self-system.

Since this person cannot, in his conscious life, face and master the conflicts that he comes in contact with, he represses them in whole or in part. They are fragmented and not used. The ego not only fails to integrate these unacceptable impulses, but strives to detect any situation that may possibly activate these impulses and to avoid the situation entirely. If this is not possible, it strives to escape encounter with the real meaning of these threatening experiences.

When a child is accepted, respected and liked for what he is, he will have an opportunity to acquire an attitude of self-acceptance and respect for himself. With such an attitude he will have the freedom to venture. But if the appraisal placed on a child by others through the way they respond to him and treat him is mainly to repudiate him, blame him and find fault with him, then the child's attitudes toward himself will be mainly unfavorable.

Along with the process of establishing a self-concept, there is the effort to maintain it. As soon as the child has begun to form ideas and attitudes concerning himself, he strives in the presence of others, and in his own eyes, to be himself as he sees himself, and to live in accordance with his concepts or attitudes regarding himself, whether they be true or false. He tries to be consistent with himself. He is likely to resist anything that is inconsistent with his own evaluation of himself. It may even be difficult for him to see or hear or grasp the meaning of anything that goes counter to his picture of himself. Carl Rogers (46 p. 389) stated, "A person learns significantly only those things which he perceives as being involved in the maintenance of, or enhancement of the structure of the self." Sister Annette Walters (56) reaffirms this viewpoint stating that classroom learning is in a sense conditioned by the total personality adjustment of the child and not solely by his intellectual capacity, which however, is an important determination of how much the child is able to learn. She further states that achievement, or its lack, can only be understood when the educator knows the concept the child has of himself.

Murphy (42) in discussing coping, mastery, and competence suggests that only when the ego is involved, as in the selection of response patterns, can we speak of coping. She states that the child's self-image and identity are constantly being shaped by his encounters and interactions with the environment. The assessment of his potentialities for dealing with the environment and for gaining satisfaction from it are perpetually being shaped by these encounters. Mastery and coping ability are closely involved with the sense of identity according to Murphy. Successful coping efforts produce motor, affective and cognitive changes which predispose the child to greater efforts and equip him to handle these efforts. The impact of new challenges enhances his pleasure, his sense of adequacy and his pride. Through successive experiences of spontaneous mastery of new demands and utilizing new opportunities for gratification, the child can extend and verify his identity as one who can manage certain aspects of his environment. Through his coping experience the child discovers and measures himself and develops his own perceptions of who and what he is.

White (60) suggests that competence is involved in the effective interaction between organism and environment. Supporting Murphy's view, he states that the successful and gratifying experiences lead to increasingly integrated action and to the discrimination of the self from the outer world.

At the beginning of a child's life he has little ability to discriminate between himself and the outer world. He is completely dependent upon others for the satisfaction of most of his bodily needs. (33) Finding the bottle nipple and his thumb are example of activities the infant can accomplish for himself. Murphy (42) suggests that these early orienting processes are the precursors of differentiating and integrating functions of the ego which are the prerequisites for all mastery and coping efforts. However, the infant is basically dependent upon the adults in the environment for survival. Through repeated experiences he learns that parental behavior is related to the reduction of inner tensions. In the course of his development and in spite of gratifications obtained through the intervention of others the baby makes many attempts to do things for itself (e.g. feeding itself, climbing up and down stairs alone, dressing, etc.) When these attempts are constantly thwarted the child learns that he should not try to handle tasks and situations by himself. He then remains dependent upon the people in his environment in order to be at peace with himself. On the other hand, when the early attempts of the baby and child to handle aspects of the environment are encouraged, the child begins to learn the extent of his abilities. He can continuously cope with and eventually master experiences. This evolving independence enables the child to use adult help when tasks are too difficult to handle and to relinquish it when he can handle the task.

This discussion suggests that dependence can be a positive mode of functioning where the child, or even the adult, either allows others to do for him what he is capable of doing alone or structures his world in such a way as to encourage others to "do" for him. Independence, on the other hand is an active mastery of the environment which involves struggling with difficulties as a way of mastering the problem and coming to terms with the difficulty.

The formulations of self-concept, sense-of-competence and dependency presented above raise questions about the possible interaction of these factors upon one another, how they effect functioning in the classrooms and how the educational system, at least in New York City effect these factors. Since much research has been done on these factors in the middle grades and higher, one wonders about these factors as children begin their formal school years.

Studies in Self-Concept

The presence of a relationship between the way in which a child views himself and his level of achievement in the classroom has been suggested in various ways in the experimental literature. Reeder (45) found that children in the middle grades with a low self-concept achieve less in comparison to their potential then children with a high self-concept. Although her results clearly indicated a relationship between self-concept and school achievement, they do not clarify the nature of the relationship or the effect of these two factors upon one another. In addition, she did not evaluate the effects of previous low achievement or school failure upon the self-concept of the child. D'Heurle et al. (15) sought an answer to the question of what personality characteristics are associated with a high level of general academic achievement in young children. They found that high general achievers show responsiveness to socialization pressures. High achievers have accepted adult values and strive to live up to adult expectations. They seem to have a high degree of security and confidence in their relationships with adults, show a higher level of adjustment than low achievers, and are able to get along with both adults and peers. The researchers feel that children who are similar in their level and pattern of achievement tend to be similar in a variety of personality traits. This indicates to the investigators, that as early as the third grade, achievement is related to how the child perceives his world and how he relates to it. However, d'Heurle et al. (15) state quite frankly that their results can only be applied to populations similar to their own.*

As was stated above, perceptions of the world in addition to self-perceptions are a product of interpersonal influences and the social milieu. Therefore, it would seem that the acquisition of behavior characteristics like dominance, submission and other response patterns involved in identification, are influenced by the child's perceptions of the roles of meaningful adults in his life. Kagan (34), in interviews with 108 girls and 111 boys ranging in age from 6 years, 10 months to 10 years, 2 months, in grades one through three, found that the majority of boys and girls perceived mothers as friendlier, less punitive, less dominant and less threatening than fathers. (Kagan speculates that this finding is reinforced by a cultural attitude that fathers ought to be less affectionate than mothers.) The older children were consistently more likely than the younger ones to see the parent of the same sex as less benevolent and more frustrating. The author assumed that the parent perceived as "boss" is the major controller of gratification and punishment and is therefore feared most.

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*The subjects in this study were third graders in the laboratory school of the University of Chicago. The children were of upper middle-class backgrounds and had a strong intellectual orientation. Most of their parents were faculty members of the University.

The response generalization of learning theory (31) and transference of psychoanalytic theory (21) suggest that there is a generalization of responsiveness to a significant figure in the environment which characterizes the interaction of the individual with a class of similar individuals. In view of Kagan's findings that younger children experience mothers as friendlier and less punitive than fathers, one would hypothesize that this perception would be apparent in the child's relationship with a female teacher. Rogers (46 p. 390) states that "... The structure and organization of self appears to become more rigid under threat--to relax its boundaries when completely free from threat. Experience which is perceived as inconsistent with the self can only be assimilated if the current organization of the self is relaxed and expanded to include it." It would follow from the discussion above, that children, generally viewing women as friendlier than men, would tend to perceive the teacher as a friendly person. This may, in turn, allow learning to take place which may result in the modification of the self-concept.

Brownfain (10), investigating the stability of the self-concept as a dimension of personality, used 62 members of a men's cooperative house as the subjects in his research. The S's evaluated themselves four times on the same scale using four different frames of reference. In addition, the California F Scale was administered to determine the rigid as opposed to the stable personality. A group evaluation of each S was also done, as was a prediction by the S's of the group evaluation of self. The results indicate according to the author that there is a circular, causal relationship between self-esteem and a stable or unstable self-concept. In addition, the researcher found that the group is likely to share the individual's attitudes toward himself.

Studies in Sense-of-Competence

The understanding of competence comes from Murphy's book, The Widening World of Childhood. (42) This is a descriptive study, the partial results of longitudinal evaluations of youngsters seen by Escalona as infants. This book presents the findings of the pre-school years of the subjects. The research methods employed included pediatric examinations, psychiatric interviews, psychometric and projective tests, and standard body photographs. Murphy states that..."we do not wish to present final integrated interpretations of the children's behavior at this time but rather to make available a range of data in its natural richness."(42 p.13)

She goes on to state that..."There is much more to learn; that this is just a beginning. We are trying to blaze a trail; as others join us, veering off in different directions to explore this aspect of development with quite different groups, we can gradually develop a more comprehensive picture of the ways in which children in different environments handle their challenges and difficulties, and manage to grow up to be competent adults." (42 p. 14)

Moriarty's (41) article describing coping patterns in pre-school children in response to intelligence test demands is described in the section Procedures in Collecting the Data.

Studies in Dependence

Since 1955, Beller (2,3,4) has done considerable work in the field of dependence and independence. Although his sample came from anursery school for disturbed children, he suggests that his data, with the exclusion of the severely disturbed children, has applicability for children generally.

The results of his doctoral dissertation cast doubt on the assumption of bipolarity of dependence and independence. His scale was designed to test a cluster of dependent behaviors along a continuum distinct from independent behavior which was also rated along a continuum. Beller obtained a moderately negative correlation between the two variables(-.53). He states that, "...overprotection will reinforce and will interfere with the development of independence drives. Through excessive help and contact, the parent will prevent the child from experiencing drive reduction in association with his own activity." (4 p.6) He goes on to say that some parental practices which produce dependence also encourage the development of independence (help and praise), which account for the less than perfect negative correlation between dependence and independence.

In 1957 (2), his experiment relating dependence and autonomous striving to orality and anality uncovered the fact that various components of dependence were internally consistent with one another. In addition, dependence was correlated with both orality and anality, but more positively with orality. On the other hand, autonomous achievement striving was inversely correlated with both orality and anality, but more negatively with the latter.

In 1959 (3) study relating dependence to the Miller and Dollard frustration-aggression theory, Beller found that, under the impact of frustration, highly dependent children will tend to inhibit aggression, whereas the low dependent children can replace initial inhibition with assertive aggression.

French (20) states that reading is an aspect of mastering the environment. The end result is a lessening of dependency upon adults. Highly dependent children rely upon the adult for nurturance and security, which prevents these children from attempting to master reading as an aspect of their environment.

Studies in Reading

Gann (22) concluded from a Rorschach study of superior, average and poor readers that retarded readers are (1) emotionally less well adjusted and less stable, (2) insecure and fearful in relation to emotionally challenging situations and (3) socially less adaptable in relation to the group. Fabian (19) stated that poor reading is but one of the many symptoms of emotional mal-adjustment in the personalities of emotionally immature children. Psychoanalysis and psychoanalytically-oriented clinical psychologists working with individual cases of reading disability have elucidated those psychodynamic processes which suggest the manner in which the emotional problem may inhibit the learning process in the poor reader.

A large number of those workers reporting on the emotional sources of reading disability assert that the poor reader's conflicts over his aggressive impulses inhibit the ability to learn. Representative of this group is Jarvis, who states, "It may well be that a serious breakdown in the ego activity of reading or an inability to read in a child of normal intelligence betokens a general inability to manage aggressive impulses or sublimate them. From a descriptive point of view it has been noted that delinquents (over-aggressive) as well as rather passive boys (under aggressive) very frequently have reading problems. Inseparably bound up with this is the self-concept of the reader (being p.454

'manly' as in the delinquent, or being 'sissyish' as in the passive boy), i.e. how he views himself and the underlying mechanism of identification (the unconscious struggle in role fulfillment)." (65 p. 454) Workers differ in theoretical orientation as to the manner in which disturbances in the aggressive function tend to influence the reading process.

Strachey (52 p. 454) stated that poor readers had failed to sublimate their oral sadistic tendencies which were directed at parent figures, their first frustrators. These impulses were repressed, although poorly, in an effort to avoid strong feelings of guilt. Reading, according to Strachey, is unconsciously equated with taboo oral sadism, and is therefore *avoided* for fear of stimulating repressed feelings.

Blanchard (8) agreed with the view that oral sadistic tendencies which have not been satisfactorily sublimated may lead to reading difficulties. The unresolved oral sadistic drives produce difficulties in contending with any aggressive impulses. However, the reading disability is a symptom which helps *solve* conflicts arising when a loved object is also the object of hostility. In the economic manner of symptoms, the same action (reading failure) affords a disguised expression of the repressed hostile impulses (the parents suffer). At the same time reading failure relieves anxiety aroused by the expression of hostility through invoking self-punishment (the shame of being a poor achiever).

Vorhaus' (54) Rorschach study provided empirical evidence of Blanchard's observation. She also concluded that children resist reading as a means of preserving their integrity against cultural demands made upon them. Harris (26 p.267) states that reading is avoided by the child to whom hostility is unconsciously equated with success. "In some children with deep lying emotional problems almost any successful form of self expression may stir up feelings of anxiety and distress related to unconscious fears of destruction or damage. For such a child success in reading may symbolize entering into an active adult activity and therefore competing as a rival with a parent, in turn, implies the possibility of dreadful forms of retaliation.."

Spache (49), in a comparative study of the picture frustration responses of poor readers, found his subjects to be characterized by aggressiveness and tendencies to self-blame. He claimed that if backward readers with symptoms of negativism and resistance were encouraged at the clinic to verbalize and dramatize their feelings in secure surroundings, these feelings of resistance and inferiority were relieved and this made it easier for them to learn ot read.

Another major area found by many researchers to be one of conflict and an influence on the symptom of reading disability is that of infantile dependency. Harris is representative of the large number of observers who have cited dependency conflicts as a factor in reading disability. He states, "The child who is overprotected and babied may, consciously or unconsciously, prefer to remain infantile and get attention through helplessness. Learning to read may mean growing up and becoming selfreliant, which the child is not ready to attempt. This is a common pattern among children who are only children for four or five years, the first brother or sister arriving while they were in kindergarten or in first grade. Such children tend to interpret being sent to school as an attempt to get them out of the house so mother can give her full attention to the baby." ( )

Weiskopf (58) stated as a reason for the reading disability, the "desire to maintain an infantile level of gratification. These reasons may be a conscious desire to obtain gratification of childhood. Learning to read may mean not being read to, learning to get along on his own may mean loss of guidance and protection." Marlens (35), in her comparative study of the figure drawings of poor readers and adequate readers, found the drawings of poor readers to be characterized by their stance, arm position, open mouth, buttons, pockets and other indications of being infantilized, dependent children. Gordon (24), in a diagnostic study of poor readers found that two tests out of five consistently revealed a personality cluster of over-indulgence, over-control and anxiety on the part of poor readers. Of these children he said, "The over-indulged child is passive, over-protected and overly attached to his mother. He is differentiated only weakly from his mother with a reduced need to develop himself as a person. He expects achievement without a struggle. Efforts and aspirations are weak. As a result of being over-indulged, the child has an unconcern about reading."

Fabian (19 p.33), in a study of 210 public school poor readers concluded that "(1) physical, sensory and neurological defects contribute minimally to the reading handicap and (2) retardation is a symptom of underlying psychopathology, it is one of many symptoms which these ego-disabled, emotionally infantile, dependent children show."

Natchez? (64 p.56) study offered support for the above studies in direct observations of the frustration reactions of adequate and poor readers. She found evidence that the poor reader demonstrates significantly more reactions of "excessive dependency, aggression and withdrawal" then adequate readers. A retarded reader whose reaction to frustration can be described characteristically as either dependent, aggressive or withdrawn, will tend to display the same type of behavior during a reading exercise.

In spite of the differences in theoretical orientation of the researchers cited in this sub-section, a limited number of personality variables are commonly implicated to account for reading disability. These variables are: difficulty in coping with aggressive impulses, dependency needs and a derogatory conception of self.

SUMMARY

The literature cited above indicates relationships among self-concept and reading retardation; reading retardation and dependence; and achievement and a general sense-of-competence in children beyond the third grade. By the third year in school, patterns of achievement for the most part have been set. According to d'Heurle (15), in essence, only the present relationships between self-concept and reading achievement can be affirmed. A previous status, or relationship, cannot be inferred. Some of the unanswered questions within the field have, therefore led to this study which will inquire into the relationships among self-concept, sense-of-competence, dependence and achievement in the first grade.

CHAPTER III

PROCEDURES IN COLLECTING DATA

Setting

The New York City Bureau of Educational Research granted this writer permission to use the facilities and the pupils within the New York City Public School System. The middle-class areas in Queens of Rego Park and Forest Hills were drawn upon for the sample for this study.

Personnel

The personnel of this study were the seven kindergarten and ten first grade teachers of the children included in this sample, and five different examiners: four each year. The teachers had three years of experience with the age groups they taught at the time the study was initiated, and were teaching within license.* The teachers were minimally trained as to the scoring criteria for evaluating each child on the dependency scale. The kindergarten teachers did the evaluation of the children at the end of the kindergarten year while the first grade teachers did the evaluations at the end of the first grade year.

Four examiners each year tested the children. Two school psychology students, one a doctoral candidate from Teacher's College, one a terminal degree candidate from City College, tested the children both

*Early Childhood License

years on two of the scales (the short form Stanford-Binet-1960 Revision and the Moriarty Sense-of-Competence Scale). They also administered the reading achievement test at the end of the first grade year. Three vocational counseling doctoral candidates from Teacher's College tested the children on the Self-Concept scale.

One of the testers could not do the examination the second year and so she was replaced. However, only two testers examined the children on the self-concept scale in any one year. All the testers were women to control for a possible sex factor that might add further uncontrolled variance to the data.

Sample

The sample population, as was mentioned in the Delimitations, consisted of middle-class white children from English speaking homes. This restricted randon sample was decided upon so as to control for factors related to social class that might confound the data.

A sample size of at least 200 kindergarten children was decided upon. The two major factors affecting this decision were: 1) the kindergarten children were followed for a year. Although middle-class parents exhibit stability in housing, some attrition (about 25%) was expected, thereby depleting the sample; 2) the larger the sample size, the smaller would be the confidence interval of the coefficient of correlation (which was to be the major statistic used). For example, if the pipulation r is .50 and if many samples of 50 are selected at random, 95% of those samples could be expected to have r's in the range .29 to .69

which at the lower extreme represents a significant but very low correlation. The wide confidence interval is less precise and informative than a narrow confidence interval. With a population of 150 the above figures take on different implications. At the 95% level of confidence the range would be from .34 to .64. These samples suggest that the larger the sample size the more narrow the possible range of any particular obtained coefficient of correlation. The sample size therefore was decided upon on the basis of the above statistical considerations.

The original sample of 221 children was obtained from 3 schools in Queens; two in Forest Hills, one in Rego Park. This sample consisted of the total population of kindergarten children in two of the schools and 36% of the population in the third school. The principal of school three requested signed permission from the parents before he would allow the testing to begin. Response to permission forms and letters explaining the nature of the study was 68%. Telephone communication with the remaining parents informed this writer of their intention to transfer the children to private schools at the end of the kindergarten year. These children were automatically excluded from the study.

School one had a total of 88 children, 48 boys and 40 girls in two morning and two afternoon kindergarten classes. This grouping involved two teachers. School two had a total of 113 children with 57 boys and 56 girls in six kindergarten classes, three classes in the morning and three in the afternoon. This grouping included three teachers. School three yielded a sample of 20 children, 11 boys and 9 girls in four kindergarten classes, two in the morning and two in the afternoon with two teachers included. The total of seven teachers remained constant during the kindergarten year. However, the original sample of children decreased in size due to the weeding out of children in accordance with the criteria for inclusion in the sample and a mumps epidemic at the end of the kindergarten year. The final sample for the kindergarten year was 167 children, 89 males and 78 females.

In the course of the year between testings there was a 38% attrition rate leaving a final sample of 110 children, 54 males, 56 females with 10 teachers.

School one had a final sample of 49 children, 29 boys and 20 girls in four classes with 4 teachers which represents a 43% loss from the kindergarten year.

School two had a final sample of 49 children, 17 males, 32 females in three classes with 3 teachers. This represents a 56% attrition rate from the kindergarten year

School three had a final sample of 12 children, 8 males, 4 females in three classes with 3 teachers. This represents a 40% loss of subjects from the kindergarten year.

Measurement and Evaluation Instruments

DEPENDENCY SCALE

Beller (4) has developed a ten item scale, rated over seven points, to evaluate dependent and independent behavior in children. Five items related to dependence and five to independence from which two scores are yielded. A product-moment coefficient of correlation for 11 raters on the five dependency items of the scale ranged from .62 to .84 with a median of .78. Reliability coefficients ranging from .67 to .80 with a median of .75, were obtained on the five independence items. These correlation coefficients reached significance at the 5% level. The internal consistency of the items yields a relationship ranging from .48 to .83 on the dependence items, and from .21 to .90 over the independence items.

The validity of this test resides in the individual items that make up the test proper. According to Beller (4) these items have been generally agreed upon as constellations of factors that comprise dependence and independence. The studies by Gewirtz, LaFore, Stendler, Sears and Whiting, (in 4) although presenting contradictory findings, employ similar criteria for the assessment of dependency behaviors.

SENSE-OF-COMPETENCE SCALE

Moriarty (41) found that the handling of the various aspects of an intelligence test situation is highly related to all other areas of functioning. She states that "...patterns of coping with structured tests were typical of those used in other situations and in daily life." (41) Her scale includes four aspects of test behavior rated across 11 variables on a ten point scale. The children's test behavior was rated during the following four periods by the examiner and observer:

a) initial orientation period
b) response to verbal items
c) response to performance items
d) response to the challenge or frustration aroused by difficulty or failure

The eleven rated variables were:

1) speed of orientation
2) cooperation with authority demands, acceptance of structure
3) cooperation with authority
4) reaction to the adult as a person, to establish a social relationship
5) reaction to the adult as a person, warmth or closeness of contact.
6) autonomy expression
7) accepting own cognitive limits
8) readiness to utilize help
9) motor and visual-motor control
10) self-feeling
11) overt or observable tensions

The reliabilities as reported by Moriarty (41) between the raters on each of the eleven variables ranged from .86 to .97 with the correlations between the variables achieving equally high r's. The correlations between the ratings on structured tests (i.e. Stanford-Binet, CAT) and overall coping ratings (i.e. Birthday Party, Pediatric visit) ranged between .52 and .75 on eight of the variables for the boys. On the rating scale, ratings of competency on 3 variables (accepting limits, capacity to use help, motor control) showed no significant correlations from one situation to another. The girls varied from .53 to .82 on ten of the variables with one (capacity to use help) not yielding significant results.

Eight of the eleven variables were found to be valuable in assessing competence for the boys, whereas ten of the elevan variables were valuable in assessing competence for the girls. As a means of comparing the competence of boys and girls only the eight significant variables were used, (accepting limits, capacity to use help and motor control will be deleted from the scale).

SELF-CONCEPT

The Creelman Self-Concept Test, through responses to pictures, taps self-feeling in the areas of body image, family relationships, social demands and peer relationships. (14) The sample of children used to standardize this test was drawn from the middle income social class, and attended public school in a suburban Cleveland, Ohio community. The test yields scores in the areas of self-acceptance, self-rejection, acceptance of social values, and rejection of social values. Correlations were obtained ranging from .475 to .690 between self-acceptance from the overall test and self acceptance within the areas of body image, family relationships, social demands and peer relationships for the boys: .284 to .537 for the girls; and from .374 to .738 for first graders as a whole. The test requires six evaluative choices by the child which include; I like, I dislike, Like me, Unlike me, Good, Bad. Correlations of .51 for the girls, .75 for the boys and .60 for the first grade between the two variables "I like myself." and "I am good." were obtained. Combinations between the other variables yielded correlations that are significant beyond the .001 level of confidence.

TEST OF INTELLIGENCE

The Stanford-Binet short form L-M, was used to evaluate the intellectual level of the children. This is an age scale which yields a mental age as well as an IQ score. The 1960 revision incorporates into one form the best subtests from the L and M scales of the 1937 revision. The subtests included were based on the records of tests administered during the period from 1950 to 1954. The changes included the relocation of subtests which were found to have changed significantly in difficulty since the original standardization.

The original standardization included 3184 native born white subjects. There were 100 subjects at each ½ year from 1½ to 5½ and 200 at each age level from 6 to 14 and 100 at each age level from 15 to 18. Reliability coefficients were determined for each age level separately. At ages 2½ to 5½ the correlations ranged from .83 (at 140-149 IQ) to .91 (for IQ's from 60-69). At ages 6-13 the range is from .91 (for IQ's of 140-149) to .97 (for IQ's 60-69).

The Standord-Binet has been the criterion for determining the concurrent validity for many group IQ tests. Its validity in predicting academic achievement in school has yielded correlations approaching .70 at the elementary school level and .60 at the high school level.

The short form yields somewhat lower and less reliable IQ's than does the full scale. However, Watson (59) reports that there is no meaningful difference between the IQ's obtained on the short form as opposed to those obtained on the full scales.

ACHIEVEMENT TESTS

The Metropolitan Achievement Test was administered to the children at the end of their first grade year. The standardization of this test was done using over 500,000 pupils in 225 school systems ranging over the whole of the continental United States. The reliabilities obtained for the Primary I battery using a split half method of correlation, ranged from .86 to .91 for word knowledge, from .81 to .88 for word discrimination, from .88 to .94 for reading, from .81 to .89 for arithmetic concepts, from .94 to .95 for arithmetic skills. This test was chosen because of the various areas tested at this level of academic work, as well as the specificity of this battery for the end of first grade and beginning of second grade.

Sequence of Tests

The initial testing was begun in March of the Kindergarten year. The short form Stanford-Binet was administered first with the concomitant rating of the children on the Moriarity Sense-of-Competence Scale. In April the second set of testers began working with the children using the Creelman Self-Concept Scale. Once both sets of examiners were testing the children the teachers were asked to rate the children on the Beller Scale of independence-dependence. The teachers in schools one and three rated the children twice; with a three week interval between both testings. The teachers of school two refused to rate the children in their classes twice.

In February of the first grade year both testers began working with the children in all three schools involved. In March the teachers began evaluating the children on the independence-dependence scale. By May this part of the testing had been completed. The Metropolitan Achievement Test was then administered to the children, on a small group basis. This part of the testing was completed by mid-June.

Administration and Scoring of Tests

Stanford-Binet

The Stanford-Binet, short form L-M was administered and scored according to the manual of directions. The mental age, chronological age and intelligence quotient were computed for each child.

Sense-of-Competence

After the administration of the Stanford-Binet the examiner rated the children four times on the Sense-of-Competence scale developed by Moriarty, according to the criteria established by the author of the scale. The scores were derived from the sum of each of the four sets of criteria individually as well as a sum of the combined scales.

Self-Concept Scale

The Creelman Self-Concept Scale was administered to each child individually according to the manual of directions. The test was also scored according to the manual of directions. Self-acceptance, self-rejection, acceptance of social values, and rejections of social values scores were computed. The scores within each of the pairs are linked, that is a high score on the acceptance end of the continuum automatically results in a low score on the non-acceptance level of the continuum. Therefore, only the positive scores were employed in the statistical analyses of self-concept initially. Sex-linked differences were obtained so that the self-rejection and rejection of social value scores were analyzed in addition.

Metropolitan Achievement Test

The Achievement Tests were administered to the children and scored according to the manual of directions. Raw scores, standard scores and grade scores were computed for each of the subtests within the reading areas. (Expected grade placement based on time of testing was used as the dividing line for classifying children as having developed reading skills.

Dependency Scale

The Beller Scale was scored by each teacher according to the criteria developed by the author of the scale. It was planned, that the teachers would rate the children two times three weeks apart in order to obtain a test-retest correlation. During the kindergarten year the teachers in Schools one and three rated the children twice as was planned. The teachers in School two rated the children only once.

During the first grade year all the teachers rated the children once. Many excuses were made to uphold their refusal to rate the children a second time. (see further discussion in Chapter VI)

The scale was scored for dependency according to the manual of directions. Where applicable the mean of the two ratings were used as the child's dependency score.

CHAPTER IV

RESULTS SECTION

This chapter is divided into two sections. The first section deals with the results of the testing of the nine hypotheses presented in the previous section. The second section deals with the results of unhypothesized variables that were collected in conjunction with the major variables of this study.

HYPOTHESIS 1

Hypothesis one, which states that dependence is negatively related to self-concept, was tested by means of a Pearson product-moment correlation. The dependence scale yielded three scores: Dependence on Adults, Dependence on Children, and Total Dependence while the self-concept scale yielded two scores: Self-Acceptance and Acceptance of Social Values. The results of these intercorrelations are presented in Table I below:

TABLE I

Correlations Among Dependence and Self-Concept Variables for Kindergarten Group

	Self Acceptance		Acceptance of Social Values	N
Dependence on Adults	Male	.048	.065	89
	Female	.088	.084	78
	Total	.042	.066	167
Dependence on Children	Male	-.015	.133	89
	Female	-.019	-.039	78
	Total	-.037	.048	167
Total	Male	.032	.143	89
	Female	.037	.026	78
	Total	.015	.082	167

The correlations among the self-concept and dependence variables range from -.039 to .143. These correlation coefficients do not indicate a relationship between the variables and do not uphold the hypothesis as stated.

TABLE II
Correlation of Dependence and Self-Concept
Variable for the First Grade Group

		Self-Acceptance	Acceptance of Social Values	N
Dependence on Adults	Male	-.128	-.113	54
	Female	-.011	.313*	56
	Total	-.051	.137	110
Dependence on Children	Male	-.137	-.041	54
	Female	-.037	.238	56
	Total	-.087	.091	110
Total Dependence	Male	-.145	.080	54
	Female	-.026	.304*	56
	Total	-.076	.130	110

*$p<.05$

The magnitudes of the correlation coefficients, for the male and total groups, indicate that there is no relationship between the dependence and self-concept variables, at the first grade level. For the female group, none of the dependence variables exhibit a relationship to self-acceptance. However, two of the three dependence variables exhibit a low but significant relationship to acceptance of social values. The third correlation, while falling short of the 5% level of significance, is of a magnitude relatively close to that of the other two (.238) suggesting the possibility of a consistent relationship between various aspects of dependence and acceptance of social values. However, the original hypothesis has not been confirmed. A negative relationship was hypothesized whereas positive relationships were obtained.

The lack of confirmation of the first hypothesis may have arisen because of low reliability of the instruments used. However, when a test-retest correlation (after a 3 week interval) was computed, on the data from the dependence scale, the stability coefficients (Cronbach, 1947) obtained, ranged from .685 to .955. These coefficients are all significant beyond the 1% level of confidence. These results indicate a satisfactory degree of stability for these short scales (five items in each, 10 items in the total scale).

The correlations between first and second testing for the dependence variables are presented in Table III below.

TABLE III
Correlations Between Kindergarten and
First Grade Dependence Variables

	Male	Female	Total
Dependence on Adults	.146	.436**	.280*
Dependence on Children	.024	.356**	.171
Total Dependence	.091	.424**	.242*
N	54	56	110

* p<.05
**p<.01

The evaluations for the boys do not show stability over time whereas the correlations of the ratings for the girls, from kindergarten to first grade, are modestly stable for ratings upon young girls with a one year interval.

The results presented in Table IV below indicate that self-acceptance and acceptance of social values are not very stable over time for the group as a whole, nor for the male and female groups separately.

TABLE IV
Correlation Between Kindergarten and
First Grade Self-Concept Variables

	Male	Female	Total
Self Acceptance	.123	.283*	.185
Acceptance of Social Values	.212	.268*	.235*
N	54	56	110

*$p<.05$

Although the variables for the girls exhibit relatively greater stability over time than do the boys, all of the data presented in Table IV exhibit very modest positive relationships.

HYPOTHESIS II

Hypothesis two, which states that Dependence is negatively related to sense-of-competence, was tested by means of a Pearson product-moment correlation. As in the preceding hypothesis dependence was broken down into Dependence on Adults, Dependence on Children and Total Dependence.

Four Sense-of-Competence scores are derived from the four rating scales, plus a total competence score. The scales are Speed of Orientation, Response to Verbal Items, Response to Performance Items and Response to Failure. The correlations between dependence and sense-of-competence are presented in Table V below:

TABLE V

Correlations Among Dependence and Sense-of-Competence Variables for the Kindergarten Group

		Dependence on Adults	Dependence on Children	Total Dependence	N
Speed of Orientation	Male	.236*	.306**	.337**	89
	Female	.192	.267*	.240*	78
	Total	.202**	.272**	.278**	167
Response to Performance Items	Male	.118	.201	.220*	89
	Female	.173	.148	.169	78
	Total	.133	.167**	.187*	167
Response to Verbal Items	Male	.174	.241*	.264*	89
	Female	.241*	.209	.237*	78
	Total	.191*	.215**	.241**	167
Response to Failure	Male	.202	.232*	.272*	89
	Female	.286*	.250*	.283*	78
	Total	.240**	.240**	.240**	167
Total	Male	.200	.267*	.298**	89
	Female	.248*	.243*	.258*	78
	Total	.212**	.246**	.271**	167

* $p<05$
**$p<01$

Of the forty five correlations presented in the table above, 34 reached significance at the 5% and 1% levels of confidence. The remaining 11, although failing to reach significance, are in the same direction. These modest correlation coefficients consistently confirm the presence of a positive relationship between the various aspects of sense-of-competence and dependence, that is, high competence and high dependence are related. However, this data does not confirm the original hypothesis which posited a negative relationship between the variables.

Test-retest correlations between the kindergarten and first grade sense-of-competence variables are presented in Table VI below:

TABLE VI
Correlations Between Kindergarten and
First Grade Sense-of-Competence Variables

	Male	Female	Total
Speed of Orientation	.485**	.410*	.454**
Response to Verbal Items	.380**	.293*	.339**
Response to Performance Items	.422**	.263*	.342**
Response to Failure	.435**	.304*	.359**
N	54	56	110

* $p<05$
** $p<01$

As reliabilities, the magnitudes of the correlations presented in the table above are small. However, because the children were very young and there was a year's interval between testings, sense-of-competence could be considered to be moderately stable over time.

The intercorrelations among the dependence and sense-of-competence variables from first grade are presented in Table VII below:

TABLE VII
Correlations Among Dependence and Sense-of-Competence Variables at First Grade

		Dependence on Adults	Dependence on Children	Total Dependence	N
Speed of Orientation	Male	.260	-.044	.102	54
	Female	.239	.073	.175	56
	Total	.267**	.033	.161	110
Response to Verbal Items	Male	.089	-.110	-.022	54
	Female	.268*	-.104	.208	56
	Total	.203*	-.003	.115	110
Response to Performance Items	Male	.113	-.119	-.017	54
	Female	.232	.100	.186	56
	Total	.190	.004	.104	110
Response to Failure	Male	.070	-.189	-.079	54
	Female	.243	-.176	.231	56
	Total	.159	.003	.091	110
Total Competence	Male	.146	.099	.012	54
	Female	.257	.119	.210	56
	Total	.220*	.017	.132	110

* $p<.05$
**$p<.01$

By first grade, the relationship between dependence on children and the sense-of-competence variables has disappeared for the group as a whole, as well as for the male and female groups. Of the fifteen correlations between dependence on adults and the sense-of-competence variables four reach significance beyond the 5% level of confidence. However, these are low correlations, accounting for only 5% of the total variance. All of the correlations between the sense-of-competence and dependence on adult variables, for the female group, which did not reach significance, also account for only 5% of the common variance, which suggests a trend in the data from the female sample. This same trend, for the female group, is in evidence in the low relationships between total dependence and the sense-of-competence variables. The lack of a relationship between the variables for the boys group is suggestive of social role differences. However, the obtained relationships are not in the predicted direction and hence do not support the hypothesis as stated.

HYPOTHESIS III

Hypothesis three, which states that self-concept is positively related to sense-of-competence, was tested by means of a Pearson product-moment correlation. The results of the correlations among the two self-concept and the five sense-of-competence variables are presented in Table VIII below:

TABLE VIII
Correlations Among Self-Concept and Sense-of-Competence
Variables for the Kindergarten Group

		Self Acceptance	Acceptance of Social Values	N
Speed of Orientation	Male	.148	.112	89
	Female	.022	.185	78
	Total	.129	.156	167
Response to Verbal Items	Male	.133	.109	89
	Female	.068	.156	78
	Total	.129	.140	167
Response to Performance Items	Male	.137	.200*	89
	Female	.021	.202	78
	Total	.106	.208**	167
Response to Failure	Male	.241*	.207*	89
	Female	.165	.205	78
	Total	.201*	.205*	167
Total Competence	Male	.179	.171	89
	Female	.013	.145	78
	Total	.154	.194*	167

* $p<.05$
**$p<.01$

As may be seen in Table VIII, the relationships between the five competence measures and self-acceptance is essentially zero for the girls. For the boys in each instance, the correlations are higher, reaching significance ($p<.05$) for one. Acceptance of social values shows uniformly low correlations with the competence variables, reaching significance ($p<.05$) in two instances, but only for the boys. The differences in level of relationships between boys and girls suggested above with regard to self-acceptance and competence does not appear in the pattern of correlation between acceptance of social values and the competence measures.

Examination of the data collected during the first grade year indicates no relationships between the sense-of-competence and self-concept variables. The obtained correlations range between .01 to .18. Although the hypothesis is partially upheld by the data collected in kindergarten it is not upheld by the data collected in first grade.

HYPOTHESIS IV

Hypothesis four, which states that dependence in kindergarten is negatively related to reading achievement in first grade, was tested by means of a Pearson product-moment correlation. The results of the correlations between dependence on adults, dependence on children, and total dependence with reading achievement are presented in the table below:

TABLE IX
Correlations Among Dependence Variables from Kindergarten and the Reading Variable from First Grade

		Dependence on Adults	Dependence on Children	Total Dependence	N
Reading Achievement	Male	.355**	.233	.314*	54
	Female	.005	-.202	-.100	56
	Total	.158	.013	.093	110

* $p<05$
**$p<01$

The low relationships between dependence on adults and reading achievement, and total dependence and reading achievement for the male group are the only two that reach significance at the 5% level of confidence or beyond. However, the relationship between reading achievement and dependence on children shows the same general trend of the other two correlations for boys. The relationship between reading achievement and dependence on adults, for the female group, while in the opposite direction, exhibits the same general strength of a relationship as the male group (somewhat short of significance). However, these results do not support the hypothesis as stated.

HYPOTHESIS V

Hypothesis five, which states that self concept in kindergarten is related positively to reading achievement in first grade, was tested by means of a Pearson product-moment correlation. The results are presented in the table below:

TABLE X
Correlations Among Self-Concept Variables in Kindergarten
and Reading Achievement in First Grade

		Self Acceptance	Acceptance of Self Values	N
Reading Achievement	Total	.246**	.275**	110
	Males	.326*	.269*	54
	Females	.089	.296*	56

The correlation between kindergarten self-acceptance and first grade reading achievement indicate that there is no relationships between these variables for the female sample. There are low correlations between the self-concept variables and reading achievement for the male and total groups. These results support the hypothesis.

HYPOTHESIS VI

Hypothesis six, which states that sense-of-competence in kindergarten is positively related to reading achievement in first grade, was tested by a Pearson product-moment correlation. The results are presented in Table below:

TABLE XI
Correlations Between Kindergarten Sense-of-Competence
Variables and First Grade Reading Achievement

	Reading Achievement		
	Male	Female	Total
Speed of Orientation	.214	-.085	.077
Response to Verbal Items	.174	.120	.156
Response to Performance Items	.300*	.198	.257**
Response to Failure	.242	.066	.121
Total Competence	.254	.081	.168
N	54	56	110

* p<.05
**p<.01

The relationship between response to performance items and reading achievement for the males and the total group reaches significance at the 5% level of confidence or beyond. However, the relationship between speed of orientation and reading achievement, response to failure and reading achievement, and total competence and reading achievement exhibit moderate, non significant relationships indicating a trend in the data for the male group. The correlations between the remaining sense-of-competence variables and reading achievement do not indicate a meaningful relationship . Results of testing this hypothesis are equivocal.

A note of caution should be inserted regarding interpretation of the results presented above. In each of the three breakdowns of the data, (boys, girls and total sample) 96 correlations were computed. This study accepted the 5% level of significance as the criterion of significance. It would therefore be expected that 5% of these correlations, or approximately 5 correlations for each breakdown would reach significance on the basis of chance factors alone. Eighteen correlations for the male sample, 14 for the female sample and 24 for the total sample, significant at the 5% level of confidence or beyond, were obtained. Thus, while some of the correlations reported above may have reached significance due to chance factors alone, it is of course impossible to determine which these are. Caution is therefore necessary in interpreting these results. On the other hand, from nine to nineteen correlations were obtained, beyond the 5 that could be expected on the basis of chance factors alone. These results, then, may be construed as indicating low but meaningful relationships among the variables.

HYPOTHESIS VII

Hypothesis seven which states that children who develop reading skills will exhibit a concomitant increase in sense-of-competence was tested by means of a two way analysis of variance technique using the difference between kindergarten and first grade sense-of-competence measures. The difference between the sense-of-competence scores was the dependent variable. The original independent variable was reading level, with the group divided into reading achievement at or above grade level and reading achievement below grade level. However, the data from the six previous hypotheses indicated a sex difference which could not be ignored. Both reading level groups were further divided according to sex. The two way breakdown of the sample resulted in an unequal number of cases in each of the four cells. Boys reading above grade level yielded an N of 28, boys reading below grade level, an N of 21, girls reading above grade level an N of 32, and girls reading below grade level an N of 14. As a result of the inequality of the number of cases in each cell the harmonic mean was determined and used as the basis of the analysis of variance computation. These results are presented in Table XII below:

TABLE XII
Analysis of Variance of Sense-of-
Competence Difference Measures

Source	S.S.	DF	MS	F	p.
Sex	45.1425	1	45.1425	.5324	>.05
Reading	59.5800	1	59.5800	.7027	>.05
Sex Reading	195.8745	1	195.8745	2.3102	>.05
Error	7715.6728	91	84.7876		

The results as presented in the table above suggest that there are no differences between the groups. This hypothesis has not been confirmed.

HYPOTHESIS VIII

Hypothesis eight, which states that children who develop reading skills will exhibit a concomitant decrease in dependence behaviors, was tested by means of a two way analysis of variance technique for the difference between the kindergarten and first grade dependence measures.

The difference between the dependence measures was the dependent variable. The original independent variable was reading level, with the group divided into reading achievement at or above grade level and reading achievement below grade level. However, the data from the first six hypotheses indicated a sex difference which could not be ignored. Both reading level groups were further divided according to sex. The two way breakdown of the sample resulted in an unequal number of cases in each of the four cells. Boys reading above grade level yielded an N of 28, boys reading below grade level an N of 21, girls reading above grade level an N of 32 and girls reading below grade level an N of 14. As a result of the inequality of the number of cases in each cell the harmonic mean was determined, and used as the basis of the analysis of variance computation. These results are presented in Table XIII below:

TABLE XIII
Analysis of Variance of Dependence
Difference Measures

Source	S.S.	DF	MS	F	p.
Sex	160.6636	1	150.6636	4.528	<.05
Reading	184.4846	1	184.4846	5.545	<.05
Sex Reading	246.5682	1	246.5682	7.411	<.05
Error	3027.6024	91	33.2704		

As can be seen in Table XIII above, there are significant changes in dependence ratings as a function of sex, reading level, and the interaction of sex and reading level. The boys' group exhibit greater differences in dependence measures than the girls' group while the above reading level groups exhibit greater differences in dependence measures than the below reading level groups. The interaction of sex and reading level resides basically in the above reading level boys' group. This group, boys reading above grade level is the only group which exhibited changes in the predicted direction. The means and standard deviations of the cells are presented in Table XIV below:

TABLE XIV
Means and Standard Deviations of Dependence
Difference Scores

	Mean	Standard Deviation	N
Boys Above Reading Level	-2.06	3.06	28
Boys Below Reading Level	.87	1.95	21
Girls Above Reading Level	.74	2.69	32
Girls Below Reading Level	.53	2.35	14

The negative mean of the boys reading above grade level indicates that this group exhibited a decrease in dependence behaviors. The other groups used in the statistical analysis did not exhibit a decrease in dependence behaviors. This hypothesis therefore is only partially upheld.

HYPOTHESIS IX

Hypothesis nine, which states that children who develop reading skills will exhibit a concomitant increase in self-concept, was tested by means of a two way analysis of variance technique for the difference between the kindergarten and first grade measures.

The difference between the self-acceptance measures was the dependent variable. The original independent variable was reading level, with the group divided into reading achievement at or above grade level and reading achievement below grade level. However, the data from the first six hypotheses indicated a sex difference which could not be ignored. Both reading level groups were further divided according to sex. The two way breakdown of the sample resulted in an unequal number of cases in each of the four cells. Boys reading above grade level yielded an N of 28, boys reading below grade level an N of 21, girls reading above grade level an N of 32 and girls reading below grade level an N of 14. As a result of the inequality of the number of cases in each cell the harmonic mean was determined, and used as the basis of the analysis of variance computation. These results are presented in Table XV below:

TABLE XV
Analysis of Variance of Self-Acceptance Difference Measures

Source	S.S.	DF	MS	F	p.
Sex	2.8831	1	2.8831	.4903	>.05
Reading	.6481	1	.6481	.1102	>.05
Sex Reading	.2576	1	.2576	.0438	>.05
Error	535.0658	91	5.8798		

The results, as presented in the table above suggest that there are no differences between the groups. This hypothesis has not been confirmed.

The same two way analysis of variance technique was applied to the acceptance of social values difference scores. These results are presented in Table XVI below:

TABLE XVI
Analysis of Variance of Acceptance of Social Values Difference Measures

Source	S.S.	DF	MS	F	p.
Sex	8.0191	1	8.0191	.7479	>.05
Reading	.0094	1	.0094	.0009	>.05
Sex Reading	1.1512	1	1.1512	.1074	>.05
Error	975.7281	91	10.7223		

The F ratios presented in the two tables above are reflective of the restriction of the variability within each of the groups. Although the groups exhibited different initial mean values for self-acceptance and acceptance of social values, all the groups showed a similar increase in their scores. The means of the difference scores for each cell are therefore approximately the same, hence F ratios less than unity.

Of the twelve F ratios computed, approximately one could be expected to reach significance based on chance factors alone. Three F ratios reached significance exceeding the number expected on chance factors alone. The differences between the groups therefore seem to reflect meaningful differences.

UNHYPOTHESIZED DATA

Independence, measured simultaneously with dependence, was not hypothesized in the original design. However, the data were included in the correlation matrix and are presented in the tables below. These data, concerning independence, seem to be more pertinent to self-concept and reading than does dependence.

TABLE XVII
Independence and Self Concept Variables in
Kindergarten for the Total Sample

		Self-Acceptance	Acceptance of Social Values	N
Independence	Total	.308**	.261**	167
	Male	.348**	.332**	89
	Female	.098	.136	78

* $p<.05$
**$p<.01$

The table above indicates that self-acceptance and acceptance of social values are low to moderately correlated with independence for the male sample, whereas these variables are not related in the female sample. As in the other data, testing the various hypothesis of this study, the present data indicate the presence of a sex difference.

The correlations between independence and the self-concept variables obtained in first grade, presented in the table below, show a lessening of the relationship between the variables over time.

TABLE XVIII
Correlations Between Independence and Self-
Concept Variables Obtained at First Grade

		Self-Acceptance	Acceptance of Social Values	N
Independence	Male	.128	.161	54
	Female	.037	-.192	56
	Total	.095	.033	110

At the first grade level there is no relationship between independence and self-concept.

Correlations among the sense-of-competence variables and independence were also obtained. These data are presented in the table below.

TABLE XIX
Correlations Among Sense of Competence Variables and Independence for Kindergarten

	Independence		
	Total	Male	Female
Speed of Orientation	.163*	.137	.129
Response to Verbal Items	.164*	.113	.179
Response to Performance Items	.245**	.222*	.243*
Response to Failure	.168*	.163	.2[illegible]7
Total Competence	.202*	.172	.212
N	167	89	78

* p<05
**p<01

For the sample as a whole, independence exhibits low but positive relationships with all aspects of the sense-of-competence variables. Although all the relationships between the competence variables and independence are not significant there is a trend in the data suggesting the possibility of a meaningful relationship between various aspects of competence and independence.

The results of the correlations between the competence variables and independence variables from the first grade year are presented in the table below:

TABLE XX
Correlations Between First Grade Competence and Independence

		Independence	
	Total	Male	Female
Speed of Orientation	.081	.085	.027
Response to Verbal Items	.179	.252	.058
Response to Performance Items	.202*	.269*	.093
Response to Failure	.155	.276*	.013
Total	.159	.223	.049
N	110	54	56

*p<05

Four of the five sense-of-competence variables exhibit a low positive correlation with independence (for the total group) with one reaching significance at the 5% level. Four of the five sense-of-competence variables for the male group also exhibit a low positive correlation with independence, with two of the relationships reaching significance at the 5% level. There are no relationships between independence and the sense-of-competence variables for the girls' group.

In the following table the results of the correlations between Independence and Reading Achievement are presented.

TABLE XXI
Correlations Between Independence and Reading Achievement

	Reading Achievement		
	Total	Male	Female
Independence (Kindergarten)	.397**	.322*	.456**
Independence (First Grade)	.468**	.521**	.359**
N	110	54	56

* $p < .05$
** $p < .01$

The moderate relationships between Reading Achievement and Independence are significant at the 5% level of confidence and beyond for the group as a whole, as well as for the male and female groups individually. At the kindergarten level the data suggest that the relationship between reading and independence is relatively greater for the girls than the boys. At the first grade level the converse holds. The data further indicate that the relationships between independence and reading achievement increases for the boys and decreases for the girls over time.

The correlations between the Dependence Variables in first grade and Reading Achievement in first grade are presented in the table below.

TABLE XXII
Correlations Between First Grade Dependence Variables and Reading Achievement

		Dependence on Adults	Dependence on Children	Total Dependence	N
Reading Achievement	Total	.010	-.268**	-.141	110
	Male	-.222	-.366**	-.329*	54
	Female	.094	-.188	-.043	56

* p<05
**p<01

The results in Table XXII indicate that there is no relationship between first grade dependence and first grade reading achievement, for the female group. The relationships are low to moderate for the male group with two correlations reaching significance at the 5% level or beyond.

The correlations between the self-concept variables of the first grade year of testing and first grade reading achievement are presented in the table below.

TABLE XXIII
Correlations Between First Grade Self-Concept Variables and Reading Achievement

		Self-Acceptance	Acceptance of Social Values	N
Reading Achievement	Total	.245*	.151	110
	Male	.194	.149	54
	Female	.305*	.131	56

*p<05

For the total and female groups Self-Acceptance has a low to moderate relation with reading achievement at the 5% level of confidence. The data from the male group exhibits a trend in the same direction. The other correlations are not significant, although they exhibit a minimal relationship between reading achievement and acceptance of social values.

The correlations between First Grade Sense-of-Competence variable and Reading Achievement are presented in the table below:

TABLE XXIV
Correlations Between First Grade Sense-of-
Competence Variables and Reading Achievement

	Reading Achievement		
	Male	Female	Total
Speed of Orientation	.307*	-.113	.117
Response to Verbal Items	.407*	-.033	.204*
Response to Performance Items	.376**	-.012	.195*
Response to Failure	.390**	.048	.216*
Total Competence	.415**	-.028	.210*
N	54	56	110

* p<05
**p<01

Except for Reading Achievement and Speed of Orientation for the total group whih is not significant, the low relationships between the other sense-of-competence variables and reading achievement are significant at the 5% level of confidence. All Sense-of-Competence and Reading Achievement correlations for the male sample although moderate are significant at the 5% level of confidence or beyond. There is no relationship between these variables for the female sample which suggests that there may be a sex factor accounting for the differing results.

The difference scores between kindergarten and first grade ratings of independence was treated by a two way analysis of variance technique. Independence was the dependent variable. The group was divided according to sex and further, according to above and below grade level reading (independent variables). The two way breakdown of the sample resulted in an unequal number of cases in each of the four cells. Boys reading above grade level yielded an N of 28, boys reading below grade level an N of 21, girls reading above grade level an N of 32 and girls reading below grade level an N of 14. As a result of the inequality of the number of cases in each cell, the harmonic mean was determined, and used as the basis of the analysis of variance computation. The results are presented in Table XXV below:

TABLE XXV
Analysis of Variance of Independence
Difference Measures

Source	S.S.	DF	MS	F	p.
Sex	3.1862	1	3.1862	.2840	N.S.
Reading	12.2549	1	12.2549	1.0849	N.S.
Sex Reading	44.4343	1	44.4343	3.9338	<05
Error	1027.8972	91	11.2956		

The results as presented in the table above indicate that there are no differences between the groups either by sex or by reading level. The interaction of sex and reading level is significant beyond the 5% level of confidence. Boys reading below grade level and girls reading above grade level exhibited the relatively greatest decrease in independence ratings of the four groups.

SUMMARY

Hypothesis one, which postulated a negative relationship between dependence and self-concept, was not upheld.

Hypothesis two, which postulated a negative relationship between dependence and sense-of-competence, was not upheld.

Hypothesis three, which postulated a positive relationship between self-concept and sense-of-competence, was partially upheld. The data of the boys' sample exhibits low correlations between self-acceptance and the competence variables. The girls' sample indicates a lack of a relationship between the variables.

Hypothesis four, which postulated a negative relationship between dependence and reading, was not upheld.

Hypothesis five, which postulated a positive relationship between self-concept and reading, was upheld.

Hypothesis six, which postulated positive relationship between sense-of-competence and reading, was partially upheld. There is a trend in the data from the boys' group indicating a low relationship between the variables. There is no trend in the data for the girls'.

Hypothesis seven, which postulated an increase in sense-of-competence with the development of reading skills was not upheld.

Hypothesis eight, which postulated a decrease in dependence behavior with the development of reading skills, was partially upheld. Boys reading at or above grade level exhibited a decrease in dependence behaviors. The other groups exhibit an increase in dependence behaviors.

Hypothesis nine, which postulated an increase in self-concept with the development of reading skills, was not upheld.

CHAPTER V

DISCUSSION

This chapter contains a discussion of the results applicable to each of the hypotheses of this study. Because of the natural grouping of the hypotheses involved, the results are handled under three major categories: interaction of the variables, relationships of the variables to reading, changes in the variables from one year to the next. Two other sections are included, one relating the findings to previously published research within the same areas and another discussing the limitations of the study.

Relationships Between Dependence, Self-Concept and Sense-of-Competence

The first hypothesis of this study, positing a negative relationship between dependence and self-concept, was not upheld by the data. At the kindergarten level, relationships were not obtained either for the group as a whole or for males and females separately. At the first grade level, however, positive relationships between dependence on adults and acceptance of social values, and between total dependence and acceptance of social values were obtained for the female group.

The differential results between males and females and between kindergarten and first grade leads one to speculate about sex-role and developmental factors having a bearing on the differences in the results.

However, the lack of a relationship between the variables are discussed first within the context of self-theory. Developmental and sex-role factors are discussed in a later section of this chapter.

The earlier discussion of self-theory suggests that a dependent orientation, which involves others "doing" things for the individual, limits the range of possibilities for self-exploration and self-knowledge and consequently, limits self-concept. The results of this study do not bear out the theory. There is no apparent relationship between dependence and self-concept, at least for the kindergarten children and first grade boys.

Hypothesis two, which states that dependence is negatively related to sense-of-competence, was not upheld by the obtained results. Of the forty-five correlations computed between the various aspects of the dependence scale (dependence on children, dependence on adults, total dependence) and the various aspects of the sense-of-competence scale (speed of orientation, response to verbal items, response to performance items, response to failure, total competence) eleven, or 24%, did not reach significance at the kindergarter level, although a trend in the same direction was obtained, in the remaining correlations, suggesting a consistent but low positive relationship between the dependence and sense-of-competence variables. The positive correlations both at kindergarten and first grade contradict the hypothesis as originally stated. The data lead one to the conclusion that dependence and sense-of-competence are related, globally at the kindergarten level, and more narrowly at the first grade year. These findings are consonant with the conceptions of White (61) and Murphy (42). The results suggest that competence is involved in the effective interaction between organism and environment. The crucial factor is effective interaction. The evaluative judgment of positive or negative interaction is this writer's, and in part, stems from psychological concepts focused on neurotic or deviant behavior. As psychologists, we tend to identify dependence as a negative aspect of personality, although it can also have positive, healthy facets. Post hoc reasoning, therefore, could lead one to hypothesize a positive relationship between dependence and sense-of-competence, which the data support.

Hypothesis three, stating that sense-of-competence and self-concept are positively related, was partially upheld. Sense-of-Competence factors have a low relationship to the acceptance of social values aspect of self-concept at the kindergarten level. Self-acceptance and sense-of-competence are not related for the girls but do show a low relationship for the boys sample. These two variables are not related at the first grade level.

The data again suggest the possibilities of developmental and sex-role factors which may account for the differential results that were obtained.

Before the results are further discussed in terms of sex-role and developmental factors, some very basic factors in relation to the variables must be presented.

The difficulty in dependency-independence theory lies in the assumption as suggested by Beller and others (4), that dependence comes first developmentally and independence is secondary. This assumption confounds the helplessness of the infant, on the one hand, with emotional dependence on the other. This latter implies a conscious awareness of other people with some ties to them based on internal need.

If one considers the first developmental landmarks of infancy, they are stated in terms of what infants can accomplish independently-such as
33 rolling over, sitting, standing, walking. (33) If one observes babies in the process of learning the above developmental tasks, the striking feature is the repetition of the same behavior until they have apparently mastered the task. On the other hand, the first landmark of what could be considered dependence falls after the baby has begun to sit up by itself; that is, fear of strangers. Although this landmark seems to be the beginning of dependence, this phase of development passes before dependence, as it is usually discussed, begins in earnest. This takes place during the second year when socialization becomes the major focus along with
30 the acquisition of meaningful language. Heathers (30) has suggested that this initial phase of socialization involves learning to seeking help from others, which he labels "instrumental dependence". He further states that concurrently with "instrumental dependence", the child is developing an emotional dependence on these others, and while learning to be dependent, the child is also struggling towards asserting his independence. Within this context, it is clear why Heathers asserts that those

very behavioral criteria of dependence can be the child's way of affirming his independence. If we take the first criterion of the Beller Scale, seeking help from the adult, it is not at all clear as to whether the child is actually seeking help for something he can do by himself, for something he cannot handle, or whether it is a way of reassuring himself that what he has done is satisfactory. As Heathers has stated:

> "In each child this process of learning dependence and independence is made highly complex and fluid because of the multiplicity of situations and learning influences he encounters. The same day he is learning emotional dependence in one situation he may be acquiring emotional independence in another... What appears to be increased independence may simply be a shift to another technique of achieving satisfaction of the same need, or a shift of one's dependence responses from one person to another." (30, p. 38)

30

Theoretically then, emotional dependence is fostered or induced in the individual as part of the socialization process. This developing need forces the child to look for support, encouragement, love and reassurance from meaningful others in the environment. Eventually, the loss of this love and reassurance leaves the child vulnerable which, in turn, may then propel him to rely on these external signs (from others) long after the induced need for them has disappeared. The extended reliance on others would therefore tend to inhibit the further growth of reliance on oneself. In a sense, then, when dependence and independence are discussed, the emphasis tends to be on the more extreme end of the continuum; for all of us are emotionally dependent and independent concurrently.

If we now return to the actual results of the study, no relationship was found between self-concept and dependence at the kindergarten level, and three low but positive relationships for the female group were obtained at the first grade level. As was stated before, the very behaviors considered to be symptomatic of dependence can also be a means of reaffirming independence. The discussion suggests that independence is less imbedded within the personality structure of the organism and hence is more readily open to valid rating. One could therefore hypothesize a positive relationship between independence and self-concept. The relationship between independence and self-concept for the boys, at the kindergarten level was low to moderate but was significant at the 1% level of confidence or beyond. At the first grade level there was no relationship between independence and self-concept. There was no relationship between the variables at either year for the girls' group.

When one considers the behaviors classified as either dependent or independent on the Beller Scale, each cluster has a major focus. The dependence items pivot around moving towards others, whereas the independence items focus on separateness from others, or reliance on oneself.

Interpreted thusly, a generalized moving towards others is not related to self-concept. However, when the data are broken down by sex and by figure towards whom the child moves, some patterns begin to emerge. A girl's movements towards adults, in this case a female teacher as well as movement towards children are related to the acceptance of social values aspect of self-concept. The results of the data from the boys' group do not indicate such a relationship. The dichotomy in the data seem to reside in the differing role expectations for boys and girls as well as the developmental tasks both sexes are struggling with. According to 34 Mussen, Conger & Kagan, (34) at five (the mean age of both boys and girls at the kindergarten level is 5 years 10 months) girls' conceptions of their roles are broad and non-specific. The girls do not particularly discriminate between boys; and girls' toys; are as apt to play cowboys and indians as to play house; they play with boys as readily and easily as they play with girls. A year later (mean age of girls at the first grade level is 6 years 8 months) role expectations change. With the beginning of formal schooling, girls are expected to be docile, timid, well-mannered, sociable, compliant, etc. This change, from a broad to a more narrow definition of role would suggest a need for affirmation from others, especially a female adult who could lend support and encouragement for specific behaviors. Within this context, not only behaviors towards others, but also the self-concept, is changing. Boys, on the other hand, whose role expectations of strength, courage, assertiveness, ambition, etc. remain constant, do not show similar changes over time.

Psychoanalytic theory, in the discussion of Oedipal conflicts broaden the picture of what occurs intrapsychically during the year from kindergarten to first grade. In addition to the differing role expectations from one year to the next for girls, there is the struggle to establish a feminine identification . The movement towards the adult phenomenon obtained may also be the girl's way of affirming her feminine identification. A boy, on the other hand, who, in the process of establishing his masculine identification, may repudiate mothering figures, may also repudiate his teacher, a substitute mother figure. It would seem that the narrow definition of the masculine role necessitates repudiation, at least while the boys are in the process of establishing their identity. Following from this, one would expect the boys' group to exhibit a relationship between reliance on oneself ("independence") and self-concept, which was obtained on the kindergarten level. At the first grade level, this relationship disappeared. There is no major role change for the boys to account for the difference in obtained data from one year to the next. However, if the boys are able to make this masculine identification by first grade (boys' mean age is 6 years 10 months) then apparently the relationship between self-reliance and self-concept loses its itital strength.

The theme of change from one year to the next runs through all the data collected. The low to moderate stability of the variables suggests that the changes obtained may be of a developmental and experiential nature.

Sense-of-Competence is another variable that not only changes over time but also differs from boys to girls. The name itself (sense-of-competence) implies a self-perception or self-evaluation along the continuum of competence. However, the child's sense-of-competence was inferred from 41 his performance on the Stanford-Binet, which Moriarty (41) has suggested is symptomatic of competence generally. And yet, one cannot assume that competence has been measured.

The sample of children met with a strange adult and were asked to perform tasks and answer questions which grew increasingly difficult, so that, at some point they experienced failure. Within this context, one can only speak of coping or partial mastery and not of the final stage competence. In addition to this, White has suggested that the latency period (grade school years) is concerned with the development of competence; in fact he sees it as the central theme of the child's life during this era. These conditions, prevalent during the study in conjunction with White's conceptions, lead one to the hypothesis that the data from this variable do not yield a competence rating, but rather an evaluation of the process of coping.

In the earlier part of this chapter the differing role expectations for boys and girls were described. Although self-reliance ("independence") seems to be more related to the self-concept of boys than of girls, all areas of coping (speed of orientation, response to verbal items, response to performance items, response to failure and total coping) are related to a movement towards others ("dependence") for the group as a whole.

If one considers that, for all practical purposes, this is the first separation of children from their parents, then one would expect movement towards others, both adults and children, for cues and clues to determine what behaviors are acceptable in the new situation. Within this context, although the child may tend to rely more on himself than on others, his self-reliance may be subordinated in order to cope with the new situation. On the other hand, the children are in the process of coping with this new situation, which implies an independence of action. This conception would lead one to hypothesize that both dependence and independence are related to sense-of-competence. Positive relationships between dependence and competence and between independence and coping were obtained at the kindergarten level. Although this latter hypothesis was upheld at the kindergarten level, it was only partially upheld at the first grade level.

Entrance into school initiates a new phase in development. Up to this point in a child's life, his primary family has been most important, especially as sources of gratification of needs. Now new peers become a 34 more important influence in the child's life. (34) The peer group reinforces the boy's acting like a "real boy" and the girl's being a "real girl". At the first grade level, this sex typing has already started developing. Although total coping is still positively related to moving towards others ("dependence"), the sexes have begun to split on the items that make up the total coping score.

For the girls, the five coping scales indicates a relationship to dependence on adults. For the boys, four of the five scales exhibits a 17 relationship to self-reliance ("independence"). Erikson's (17) study on the differential use of play material by young adolescent boys and girls seems pertinent here. Although the difference in age between Erikson's sample and the present one is considerable, the differences he found between boys and girls at adolescence are already in evidence in kindergarten and first grade, and thus they seem applicable to this discussion. In Erikson's study, the girls used the play material in a bounded, home oriented manner, whereas the boys used this same material in an open, world directed manner. If one considers that girls are encouraged to be docile, ladylike and sensitive to others then the possibility of handling experiences actively and physically is limited. Verbal means of coping would tend to be the preferred mode of response encouraged during the socialization process although performance modes of coping are still in evidence. Boys, on the other hand, are encouraged to be aggressive and assertive, to be proficient in sports and team activities. Boys would therefore tend to use their energies in doing, (performance) although verbal means of coping are in evidence. When one takes into consideration the fact that children, regardless of their sex, are most patently struggling with the physical aspect of their development, then one could expect self-reliance and ability to cope with performance items to be related. However, girls are pressured to give up their use of basically physical activities. Since the requirements of socialization for the girls run counter to their developmental needs, reliance on adults (the socializers) would be quite important in the development of the areas of functioning, such as verbal abilities.

Generally then, moving towards others ("dependence") characterizes coping for the girls, whereas self-reliance ("independence") is characteristic of the boys' coping by first grade.

Hypothesis three, which was partially upheld, can now be considered more fully in view of sex-role and developmental theories.

For the group as a whole, at the kindergarten level, competence was related to the acceptance of social values aspect of self-concept. For the most part, these children were in school for the first time. Consequently one could expect that the children would hold values and have relationships more rooted in family structure than in the world at large. By the middle school years, relationships and values of peers are of more primary importance in the further socialization of the child. At first grade, however, the transition (from family to peers) is at its start. Thus at the kindergarten level, acceptance of social values is related to competence, while at the first grade level, there are no apparent relationships. However, the relationship between the competence variables and self-acceptance is essentially zero, for the girls, while there is a low relationship between the variables for the boys. These data are suggestive of developmental and sex-role factors. Of the five low relationships between the various aspects of competence and self-acceptance, for the boys, only response to failure reached significance.

-3 A recent N.I.M.H. report (63) has suggested that, by second grade boys tend to think of school as a female institution; "one which is hostile to them". (p. 65) If we consider that the ratings of coping with failure were obtained on a school oriented task, (Stanford-Binet) within the school, then its possible relationship with self-concept is clearer. Perhaps even at first grade, boys are hostile to school, and are predisposed to fail as an expression of this hostility.

Girls, on the other hand, who can move towards adults to affirm their self-concept, can also move towards others in the process of coping. As a consequence, their self-concept is not related to their coping ability. Paradoxically, we ask less of girls, yet they consistently do better in school through high school. Although we want more of boys, we gain less apparently because we put them into a bind with which they cannot cope. We ask and encourage them to be aggressive and assertive but to leave this aspect out of the classroom. In a sense, we ask boys to function with only part of themselves in school.

64 Ruth Cohn (64) has suggested that individuals learn in different ways. However, the main function of education, speaking from the point of view of psychotherapy, is the removal of resistences to learning. She states "...I cannot learn or teach any subject efficiently---...if my attention is incomplete through concentration on an aching stomach 64 or family worries" (or worries about oneself) (64p.2). If this is so, how can we expect so much of boys when they have to leave so much of themselves outside the classroom?

Relationships Between Dependence, Self-Concept, Sense-of-Competence and Reading

Hypothesis four, positing a negative relationship between dependence in kindergarten and first grade reading, was not upheld by the results. No relationships between kindergarten dependence and first grade reading were obtained either for the group as a whole or for the female group. A moderately positive relationship between these variables which was significant beyond the 5% level of confidence was obtained for the male group. Because of the apparent developmental factors, the relationships between first grade dependence and first grade reading achievement were examined. In light of the previous discussions, this would be the more appropriate relationship to consider.

The data from first grade yielded a moderately negative relationship which was significant beyond the 1% lovel of confidence between dependence on children and reading achievement for the male group as well as for the total group. A moderately negative relationship between total dependence and reading achievement for the male group was also obtained, with thesuggestion of a similar relationship between dependence on adults and reading. There were no relationships between the various aspects of dependence and reading achievement for the female group.

The data from first grade partially upheld the hypothesis although the data from kindergarten do not. The data again suggest sex-role and developmental factors.

The previous discussion suggests the importance of the relationship of independence to the variables, (self-concept and sense-of-competence). In light of this, it is therefore hypothesized that independence in kindergarten and first grade is positively related to reading achievement. Independence was found to be moderately positively related to reading achievement at the kindergarten and first grade levels for the total group and for the males and females separately at the 5% level of confidence and beyond.

Hypothesis five suggested a positive relationship between kindergarten self-concept and first grade reading.

Positive relationships significant at the 5% level of confidence or beyond, were obtained between reading achievement and the self-acceptance aspect of self-concept for the group as a whole and for the male group. The data from the female group did not indicate a relationship between self-acceptance and reading achievement. On the other hand, reading achievement was positively related (r-p.05) to the acceptance of social values aspect of self-concept for the group as a whole as well as for the males and females separately.

Because of developmental factors, the relationships between first grade self-concept and reading achievement were also examined.

The relationships at the first grade level changed. At this time, only minimal relationships between acceptance of social values and reading achievement were obtained for the groups. Self-acceptance and reading achievement continued to be related to one another for the total group. However, at first grade, they were only minimally related to one another for the male group. The relationship between self-acceptance and reading achievement for the female group was moderately positive and significant. The data support the hypothesis, generally at the kindergarten level and partially at the first grade level. Once again there are suggestions of sex-role and developmental factors. These factors are discussed at the end of this section.

Hypothesis six which suggested that kindergarten sense-of-competence is positively related to first grade reading achievement, was generally not upheld by the data. Of the fifteen correlations computed between the various aspects of sense-of-competence and reading achievement for the total and male and female groups, two reached significance at or beyond the 5% level of confidence. However the remaining variables consistently exhibited a similar low correlation suggesting a trend in the data.

Once again, because of developmental factors the relationships between first grade sense-of-competence variables and reading achievement were examined. Sex-role and developmental factors were once again in evidence. All sense-of-competence variables and reading achievement were moderately related to one another for the male group and not at all related for the female group. Except for speed of orientation and reading achievement, which were not related for the total group, the variables for this sample have low relationships that are significant at the 5% level of confidence.

Although the results of the interrelationships between the main variables do not support the hypotheses related to them, all of the variables are related to reading achievement in various ways.

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The data are rather complex and indicate developmental and sex-role differences. Therefore, for the sake of clarity, the results are discussed below in terms of sex and developmental level so that the broadest picture possible may emerge.

Kindergarten Level: Boys

At the kindergarten level, for the boys as a group, first grade reading achievement is correlated with; dependence (.31*), self-acceptance (.33*), acceptance of social values (.27*), response to performance item of the sense-of-competence scale (.30*) and exhibit a similar trend with the other sense-of-competence variables, and independence (.32*). At the maximum, these modest correlations account for 11% of the common variance, which leaves 89% of the variance unaccounted. The suggestion that arises is that these variables are only a few of the many that contribute to reading achievement. However, the outstanding feature of the variables studied is the conflict implied in the positive correlations of dependence and independence at the kindergarten level with reading achievement at the first grade level. When the sample is broken down according to grade level of reading, boys reading at or above grade level emerge as the most dependent group. On the other hand, this same group of boys also obtain the highest ratings of competence. Boys reading below grade level emerge as the group with the lowest self-concept as well as the group with the lowest ratings of competence and independence.

The potentially conflict laden situation suggested by the positive relationships of dependence and independence to reading achievement is in part ameliorated for boys reading above grade level by a high level of competence. Boys reading below grade level may have had difficulty developing reading skills because of their relative lack of competence.

However, a causal relationship cannot be inferred from the data of this study. This hypothesis needs investigation and warrants exploration in another study.

The differences between boys reading at or below grade level seem to be related to whether or not the boys can approximate social role expectations. Boys are expected to be assertive, aggressive, independent, to fight and struggle, to do well in school. Boys reading at grade level seem to be fulfilling their social role, in contrast to boys reading below grade level who do not seem to be functioning up to expectations. The differentiation between the two groups of boys on the variables used in this study suggests that these variables are peripheral factors in reading. The more central component of reading, suggested by previous discussion, seems to be social role.

First Grade Level: Boys

At the first grade level for boys, reading is correlated with dependency (-.33*), all sense-of-competence variables (.31*,-.42**), and independence (.52**).

The relationships obtained at first grade differ from those obtained at kindergarten with the exception of the relationship between reading and independence which remained fairly stable over time. Dependence changed from a positive to a negative relationship to reading, the significant relationships between the various aspects of self-concept and reading have

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$*p<05$ $**p<01$

disappeared although the vestiges of this relationship remains and all the aspects of the competence scale have yielded positive relationships with reading.

Whatever conflicts around dependence and independence the boys exhibited in kindergarten seem to have been resolved by first grade. Their self-concept is no longer as related to reading, as it was in kindergarten. Although it is not clear why this has occured, this may be explained by the fact that academic achievement is one of the role expectations for boys, with reading as an integral part of that achievement. In kindergarten, a boy's concept of himself as a boy may be tied up with whether or not he will learn to read. By the time he has lived through the greater part of first grade, he has learned either he can or cannot read, which then enhances feelings of "I can." The reading ability then becomes an integral part of the self-concept in terms of "Iam a reader" and "I can" feelings enhance feelings of competence.

In kindergarten, response to performance items was the only aspect of the competence scale significantly related to reading, although other aspects of sense-of-competence exhibited a trend in the same direction. In first grade all aspects of the competence scale yielded moderate, but significant correlations with reading. By first grade then, more areas of competence have a relatively greater relationship to reading.

When this group is broken down by reading skill, boys at grade level remain the group with the highest competence ratings, while the boys below grade level remain the group with the lowest competence ratings. In addition, grade level boys exhibit the greatest drop in dependence ratings while showing independence ratings consistent with their kindergarten level. On the other hand, boys reading below grade level show an increase in dependence behaviors with a concomitant decrease in independence behaviors. The differences between the groups, as well as the changes that have occured over time, suggest that the boys who have developed reading skills are functioning within their social role, whereas boys who have not developed reading skills exhibit a greater distance from their expected social role in first grade than they did in kindergarten.

Kindergarten Level: Girls

In kindergarten, for the girls first grade reading achievement is related to acceptance of social values (.30*) and independence (.46**) D'Heurle's study yielded results indicating that high achievers have accepted adult values. This does not necessarily hold true for the present sample, for the acceptance of social values aspect of self-concept is related to reading irrespective of the level of skill developed. This suggests that any level of achievement of these middle class children is related to acceptance of the adult values. However, girls reading at grade level indicate a greater acceptance of social values than do girls reading below grade level, although this difference is not statistically significant.

Although the social role expectations for girls include compliance and docility, reading and independence are related. In fact the girls reading at grade level have the lowest dependence and highest independence ratings of any group. Although these findings seem at variance with the girls' social roles, they are consonant with developmental descriptions. Girls, through early adolescence tend to be more mature, more independent, and physically better developed than boys of the same chronological age. In addition to the difference in social role expectations for boys and girls reflected in the results, the faster development of girls also seems to be in effect, and is reflected in their lower dependence and higher independence scores than those of boys. Girls reading below grade level more closely resemble boys reading below grade level. The resemblance may possibly arise out of a general immaturity with the implication of a less clearly defined social role.

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*$p<.05$ **$p<.01$

First Grade Level: Girls

First grade reading achievement for the girls is related to first grade independence (.36**) and self-acceptance (.31*).

Independence exhibits a fairly consistent relationship to reading over time not only for the girls' group but also for the boys' group suggesting that independence cuts across social role factors. There is a further suggestion that independence may be a pivotal variable in relationship to reading in that some level of independence must be present for even a minimal level of academic achievement to occur.

*$p<05$ **$p<01$

The girls, although fairly consistent as far as independence and reading relationships are concerned, show a shift in the self-concept area. Self-acceptance is related to reading achievement in first grade as opposed to the relationship between reading and acceptance of social values in kindergarten. The changes obtained seem to arise out of the increasing maturity of the girls with a concomitant acceptance of social values as their own. That is, in kindergarten the desire to achieve arises out of the expectations of others, whereas by first grade the girls expect achievement for themselves, thus by first grade reading and self-concept vary together.

The groups are differentiated from one another in two major ways, The boys differ from the girls in the areas of dependence and independence and in the coping area, and boys reading above and below grade level are differentiated from one another in terms of coping and independence. However, the most important variable seems to be that of coping. The N.I.M.H. 63 report (63) mentioned previously, indicated that girls, although they show greater achievement than boys through high school, tend to be parrot-like in their functioning in school, repeating what their teachers say rather than doing their own thinking. Boys on the other hand, although they tend to do less well in school are more creative thinkers. The differentiating features between boys and girls seem to be in the differing role expectations for both which, effects competence. Although competence ratings seem to discriminate boys from girls, White has suggested that "... we shall not find it profitable to look for the sense-of-competence as if it were a separate thing in personality, rather, we must become aware of the aspect of competence in a wide variety of actions and experiences." (62p.303)

Changes in Sense-of-Competence, Dependency, and Self-Concept with the Development of Reading Skills

Hypothesis seven which suggests that children who develop reading skills will exhibit an increase in sense-of-competence was, not upheld by the data.

The results suggest that the development or lack of development of reading skills does not effect changes in sense-of-competence. However, an analysis of variance for repeated measures yielded an F of 2.786 that was significant at the 5% level of confidence. This result suggests that the differences between the groups are not reflected in changes in competence scores, but are present before formal academic learning begins and may consequently effect that learning.

The changes in the sense-of-competence scores are consistent from one group to another, so that the groups that are different in kindergarten remain different in first grade.

The boys' groups, but not the girls, differ from one another. From the results of this study, boys reading at grade level are at the high end of the continuum in competence, and boys reading below grade level are at the low level of competence, with the girls' groups falling between the extremes.

The results suggest that a high sense-of-competence is more important for boys than girls in relation to achievement. This finding is consonant with the social role expectations for the sexes where greater academic performance is expected for boys than girls. It would seem that when competence for boys is not great enough, they cannot achieve as well as is expected. If we put the horse before the cart, boys who cannot comply with social role expectations in kindergarten and first grade also seem to have difficulties in developing an adequate sense-of-competence.

Hypothesis eight, which stated that children who develop reading skills will exhibit a concomitant decrease in dependence behaviors, was partially upheld by the results. The results indicate that there are sex, and reading level differences, as well as an interaction of the two. The boys, reading at grade level, was the only group exhibiting a decrease in dependency behaviors. The other groups exhibited an increase in dependency behaviors.

Although one could expect a child to rely less on others as he develops reading skills the process of learning does entail a greater dependence until the skill has been mastered. This is reflected in the increase in dependence scores obtained. The decrease in dependence ratings exhibited by the boys reading at grade level may well reflect the greater competence of these boys than any of the other groups. Boys reading below grade level do not exhibit the same trend as the other boys' group, and it is not clear as to why they differ.

Hypothesis nine, which posited an increase in self-concept concurrently with the development of reading skills, was not upheld by the data.

All the groups, both in self-acceptance and in acceptance of social values, exhibited positive growth. It would seem that at these young age levels, the natural developmental growth has a bearing on all areas of functioning. The low self-concept associated with underachievement reported in the literature (1,7), may well be a function of the greater age of the children studied in other research.

Low self-concept and limited growth in self-concept do not seem to be associated with a lack of reading skill in first grade.

Present Findings and Previous Research

In recent years, few of the studies encountered in the literature have been directly concerned with reading achievement in first grade. However, in some of the research (11), the children were evaluated in kindergarten, but the results were then related to third grade academic achievement. (57) Previous to this new trend in research, poor reading in the middle grades was of prime interest, and in some studies, various personality difficulties were found to be related to the lack of achievement.(58) The bulk of these researches focused on the relationship between self-concept and poor reading or underachievement generally. (32)

Reeder (45) reports the existence of a relationship between low self-concept and low achievement in fourth graders. Harris (54), using first and third grade children, Bruck and Baldwin (11), using third and fourth grade children and Waitenburg (57), using first and third grade children, found a relationship between self-concept and achievement generally.

The findings of the present study within this area are consistent with the reported literature. Self-concept in kindergarten is related to reading achievement in first grade and self-concept in first grade is related to reading achievement in first grade for the total group. However, the present study has demonstrated a sex difference. This difference appears in a positive relationship between kindergarten self-concept and first grade reading achievement for the boys only, whereas the girls exhibit this relationship between first grade self-concept and first grade reading. Bledsoe (9) reports sex differences in his study; however, he found a relationship between self-concept and achievement for the boys, but not for the girls. (It is difficult to reconcile the differences because of the different self-concept instruments employed in the several studies.)

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Moriarty (41), White (61), and Murphy (42) have suggested that the self-image is being constantly shaped by encounters with the environment. This, in turn, suggests to them, that mastering and coping are involved with a sense of identity. White differs from the other two writers in that he states that competence is an integral part of personality and cannot be measured as a separate entity. In part, the data of this study concur with both points of view. In kindergarten, self-concept is related to sense-of-competence, while in first grade, there is no relationship between the variables. The dichotomy of the findings and their relationship to the two theoretical positions presented seem to be related to the different age levels discussed. The age of the kindergarten groups of this study more closely resenmbles the age range of the Murphy sample. Competence at this age may be more compartmentalized than at later ages due to the realistic limitations of the children's development. Competence at this age, may therefore be more accessible to measurement. At the first grade level, when children are in the latency period of development, which White (61) feels is the period of developing competence), competence may well be developing as an integral part of various areas of functioning. Competence may, therefore, be inaccessible to measurement as a separate entity.

In a variety of studies reading disabilities have been shown to be related to immaturity, infantilism and dependency. (22, 24) Since reading disability often implies a two year retardation, the lowest grade evaluated is the third grade. D'Heurle (15) found that, by third grade, patterns of achievement have already been established which then suggests that reading retardation can also be fairly well entrenched. Psychotherapy, which can be effective in many areas has, as a side effect, loosening of entrenched modes of functioning. However, therapy does not alleviate reading problems. Reading is a skill which then involves coping and competence, and leads us to Murphy's statement that there are infinite varieties of coping, with a dependent orientation as one of the modes of coping. This then leads one to question how often immaturity, infantilism and dependency are found in children who do not exhibit reading disabilities. One of the findings of this study indicates that the most dependent group in kindergarten reads at grade level by first grade. The other groups, readers and non readers alike, show an increase in dependency from kindergarten to first grade.

The findings of this study in this area do not concur with the findings of other studies. In part, this is due to the differences in academic level. However, part of the lack of concurrence seems to be related to too broad a generalization of the findings of these other studies.

Limitations of the Study

The limitations of this study fall into two major categories which concern the design. Some of the shortcomings arose out of limitations of financial support, circumscribed accessibility to testing personnel, and restrictions prescribed by the Bureau of Educational Research. The combination of these factors prevented a more intensive training of the teachers concerning the dependency rating scales and precluded the use of observers within the classroom and during the testing of the children. The observers would have tended to add greater reliability and validity to the ratings and would have sampled the variables in a variety of situations within the classroom.

Other shortcomings were perceived during and after the completion of the study. These are related (1) to the variables, (2) to the sample of teachers (3) to the lack of an experimental design. Each of these areas are discussed individually.

Variables

The individual variables were originally defined in terms of the tests used to measure them. The breadth and depth of dependency, self-concept, and sense-of-competence were automatically limited by the inherent limitations of the tests employed to measure them.

Sense-of-competence was narrowly measured by a rating scale, and in relationship to the child's functioning on an intelligence test. Other areas of functioning were not included, nor were other judges, who might have lent greater validity to the ratings, employed,, due to limited finances and personnel, as was mentioned above.

Self-concept, although evaluated upon six criteria in various areas of functioning by the child himself, could have been broadened by an inclusion of social-role identification. Identification is an important point of self-concept for it answers, in point, the question, "who am I?"

Dependence is another variable narrowly defined and limited to the ratings of behavior by one individual. In this area, as was mentioned previously, the behavior can have meanings other than the overt, descriptive connotation. A greater understanding of the apparent manifestations of dependency may have been developed by means of determining why the child behaved in the way it did.

Teachers

The design originally called for two ratings of the children on the dependency scale, three weeks apart. In the kindergarten year, the teachers in two of the schools agreed to this procedure. The teachers of the third school reluctantly rated the children the first time. Although they agreed to do these ratings with full knowledge, they would require some time to complete them, they complained to their principal, en masse, that this added work violated their union contract. (They either ignored, or didn't understand that there would be a remuneration for their work). This principal very generously released them from the classroom to complete the rating scales.

During the first grade year all the teachers discussed their inability to rate the children more than once because of the pressure of their teaching loads.

The school that was so difficult to work in the first year continued to be difficult the second year. The original principal went on sabbatical. One of the teachers became acting principal. At this time a controversy arose in another New York City School concerning the use of the M.M.P.I., a paper and pencil personality inventory. The acting principal became concerned about the testing beirg done in the school. If not for the intercession of the Bureau of Educational Research, the final part of the data in this school would not have been collected at all.

As it was, children who were absent for part or all of the achievement testing could not be tested when they returned to school.

To these administrative difficulties were added the limited training of the teachers in using the scale and the behavioral expectations of children in the classroom. The latter is the major drawback of the ratings of dependence. Children in public schools are praised for independent behavior while discouraged from acting in a dependent manner. This creates a paradoxical situation between the structure of the school and it's goals. While one of the school's goals is to help the individual child learn and grow at his or her own pace, the size of the class and the pressure of a set curriculum necessitate treating the class as a whole or in small groups, with little opportunity for individual attention. Consequently, the teacher tends to emphasize independent functioning but may not be able to help a child satisfy his dependent needs so that he can grow towards greater independence. The teachers, therefore, may have emphasized their dependent and independence ratings in a kind of halo effect, due to the pressures inherent in the schools.

Design

As a longitudinal study, second and third grade years should have been included, perhaps as a means to determine the trend in the changes in the variables. Although changes were in evidence, the data are not clear enough to suggest the directions they might take.

Many of the obtained results, although not supporting the hypotheses, were significant. However, the correlations were low to moderate, In a sense, the results are a measure of the relationships at rest. An experimental manipulation of the variables might have given a better or different picture of the relationships when the interaction of the variables are heightened.

The unhypothesized variable of independence was included in the matrix and was found to be related to some of the other variables in the study. Although the investigator originally conceived of dependence and independence as two distinct variables, each on its own continuum, dependence was hypothesized as if it were on a continuum with independence. As a result, independence was not hypothesized, although independence data were collected. The results of the relationships between independence and the other variables of this study indicate that it is an important variable in the understanding of children's functioning.

Summary

This chapter has dealt with the results of the study as they pertain to the individual hypotheses. In addition, changes in the conceptulization of the problem were included, especially in the area of developmental and social role factors effecting the results. Some unhypothesized data were also presented to broaden the range of the data originally obtained. Finally, the limitations of this study were presented.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This study has been concerned with the relationships among self-concept, sense-of-competence, reading achievement and dependency at the kindergarten and first grade levels. Two hundred twenty one children were tested originally and 167 met the criteria for inclusion in the sample. The children were initially tested at the end of their kindergarten year in 1965.

At that time they were rated on the Beller Dependency Scale, on their performance on the short form Stanford-Binet, 1960 revision, using the Moriarty Scale for Sense-of-Competence and the Creelman Self-Concept Scale.

By the following Spring, due to attrition, the sample was reduced to 110 children. The tests administered and rated the previous year was repeated. In May, 1966 the Metropolitan Achievement test primary form was administered to the children in small groups.

Results

Hypothesis one, which postulated a negative relationship between dependency and self-concept, was not upheld.

Hypothesis two, which postulated a negative relationship between dependency and sense-of-competence, was not upheld.

Hypothesis three, which postulated a positive relationship between self-concept and sense-of-competence, was partially upheld.

Hypothesis four, which postulated a negative relationship between dependency and reading, was not upheld.

Hypothesis five, which postulated a positive relationship between self-concept and reading, ws upheld.

Hypothesis six, which postulated positive relationship between sense-of-competence and reading was partially upheld.

Hypothesis seven, which postulated an increase in sense-of-competence with the development of reading skills, was not upheld.

Hypothesis eight, which postulated a decrease in dependency behavior with the development of reading skills was partially upheld.

Hypothesis nine, which postulated an increase in self-concept with the development of reading skills, was not upheld.

The results for the boys at the kindergarten level indicate that self-concept and dependency are not related. Although a negative relationship between dependency and sense-of-competence was hypothesized, a significant positive relationship was obtained.

For the group as a whole, acceptance of social values was found to be related to sense-of-competence. This finding was not upheld when the group was broken down by six.

For the boys, dependency in kindergarten yielded a positive relationship to first grade reading achievement although a negative relationship was hypothesized. Self-concept in kindergarten was positively related to first grade reading achievement, while only the response to performance item of the kindergarten sense-of-competence scale was found to be related to first grade reading.

Dependence and self-concept for the boys in first grade remained unrelated. On the other hand, dependence and sense-of-competence at first grade were no longer related nor were self-concept and sense-of-competence.

Dependence in first grade was negatively related to reading achievement while self-concept was not. All areas of sense-of-competence in first grade exhibited a positive relationship to reading achievement.

For the girls at the kindergarten level, dependence and self-concept were not related. As for the boys, most areas of sense-of-competence and dependency exhibited a positive relationship which was contrary to the original hypothesis.

Dependence in kindergarten and reading achievement in first grade did not exhibit any relationship, nor did sense-of-competence and reading. However, the acceptance of social values aspect of self-concept did exhibit a relationship to reading achievement.

For the girls, dependence in first grade was positively related to first grade acceptance of social values although dependence did not exhibit any relationship to sense-of-competence. Self-concept and sense-of-competence, once again were not related.

Consistently from kindergarten, first grade dependence as well as first grade sense-of-competence and reading achievement exhibited no relationships. However, self-concept at first grade exhibited a positive relationship to reading achievement. All reading groups consistently showed growth from one year to the next in the area of self-concept. No changes were found in sense-of-competence over the year, although boys at and boys below grade level in reading differed from one another. Boys reading at grade level exhibited a decrease in dependency behaviors while the other groups exhibited an increase in dependency behaviors.

Independence, not originally hypothesized was included in the correlation matrix. It was found to be positively related to reading achievement in kindergarten and first grade for both sexes.

Conclusions

The conclusion based on this middle class population are as follows:

1. Developmental factors effect the results which seem to be related to the two new experiences of the children, (a) school experience, (b) first formal learning experience.
2. Boys and girls show different patterns of achievement based on differing social role expectations.
3. Competence is more crucial to boys achievement than to girls.

4. All the children showed growth in self-concept, not just those who developed reading skills.
5. Independence is an important variable in reading achievement for all the groups.

Suggestions for Further Research

The present study should be replicated with the previously mentioned weaknesses ameliorated. A broader and clearer definition of the three major variables (dependence, self-concept, sense-of-competence) would tend to yield clearer data on their interaction, especially with some experimental manipulation. Independence should be included as it has been shown to be important in the reading aspect of this study.

Developmental factors in kindergarten, first grade and during the year between these grades need definition and clarification in relation to the variables studied.

Social role and sexual identification seem to be the common denominator underlying all the variables studied. The children's compliance with or deviation from social role expectations need a careful exploration, especially in relationship to reading skills, and possibly to other areas of academic achievement.

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